McGraw-Hill Reading

Wonders

Grade 1
Unit 1

CCSS Master the Common Core State Standards!

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Cover and Title Pages: Nathan Love

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McGraw-Hill Reading

Wonders

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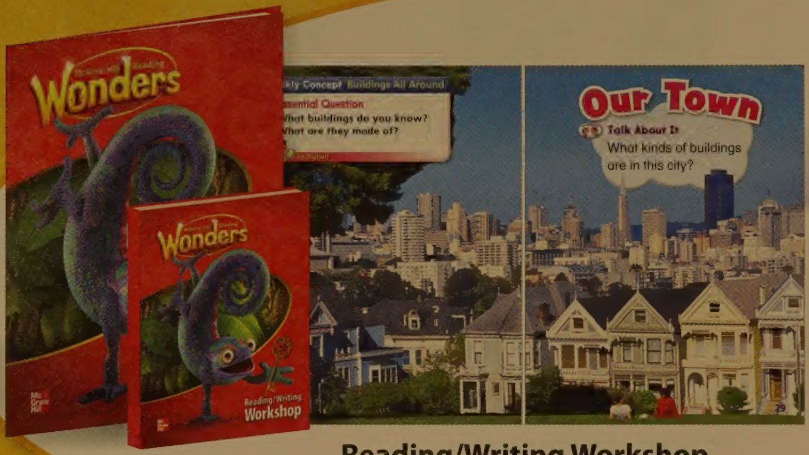
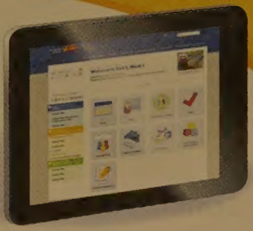
TEACHING WITH McGraw-Hill Reading Wonders

INTRODUCE

Weekly Concept
Grade Appropriate Topics, including Science and Social Studies


Wonders
Weekly Concept Buildings All Around
Essential Question
What buildings do you know? What are they made of?
Our Town
Talk About It
What kinds of buildings are in this city?
Reading/Writing Workshop

Reading/Writing Workshop Big Book and Little Book



- Videos
- Photographs
- Interactive Graphic Organizers

TEACH

Listening Comprehension
Complex Text

Close Reading
Shared Reading
Decodable Text

Minilessons
Phonics, High-Frequency Words, Comprehension, Writing Traits, Grammar

JAN BRETT
The 3 Little Dassies
Wonders
Reading/Writing Workshop
Cubs in a Hut

Literature Big Book

Reading/Writing Workshop

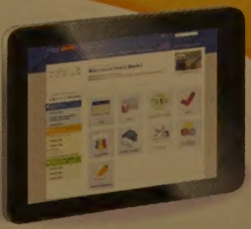
- Visual Glossary
- Interactive Minilessons
- Interactive Graphic Organizers

APPLY

Close Reading
Anchor Texts
Extended Complex Texts
Application of Strategies and Skills

Wonders
Literature Anthology
The Pigs, the Wolf, and the Mud
by Ellen Tarlow
illustrated by Pablo Bernasconi

Literature Anthology



- eBooks
- Interactive Texts
- Listening Library
- English/Spanish Summaries

CCSS Master the Common Core State Standards!

What a Nest!
Staying Afloat

Leveled Readers

- eBooks
- Interactive Texts
- Leveled Reader Search
- Listening Library
- Interactive Activities

DIFFERENTIATE

Leveled Readers
Small Group Instruction
with Differentiated Texts

JAN BRETT
The 3 Little Dassies
Wonders
Reading/Writing Workshop
Staying Afloat

Collection of Texts

- Online Research
- Interactive Group Projects

INTEGRATE

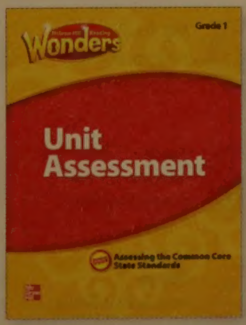
Research and Inquiry
Short and Sustained Research
Projects

Text Connections
Reading Across Texts

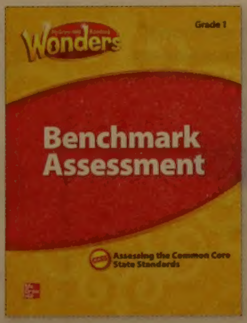
Write About Reading
Analytical Writing

Wonders
Grade 1
Weekly Assessment
Assessing the Common Core State Standards

Weekly
Assessment


Wonders
Grade 1
Unit Assessment
Assessing the Common Core State Standards

Unit
Assessment


Wonders
Grade 1
Benchmark Assessment
Assessing the Common Core State Standards

Benchmark
Assessment

- Online Assessment
- Test Generator
- Reports

ASSESS

Weekly Assessment

Unit Assessment

Benchmark Assessment

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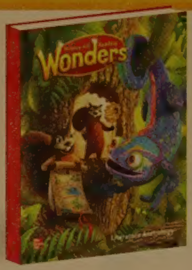
Wonders
Wonders
Reading/Writing Workshop

Big Book and Little Book of Reading/Writing Workshop

JAN BRETT
3 Little Dassies

Literature Big Books



Literature Anthology

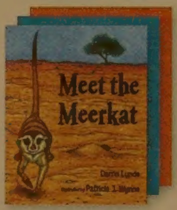
Interactive Read-Aloud Cards

Wonders
Grade 1 Unit 1

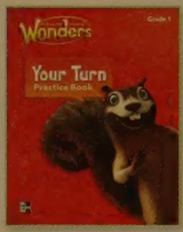
Teacher Editions

Teaching Poster

Leveled Readers

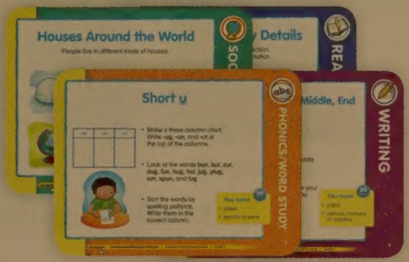

Meet the Meerkat

Classroom Library Tradebooks


Wonders
Grade 1
Your Turn
Practice Book

Your Turn Practice Book

Visual Vocabulary Cards

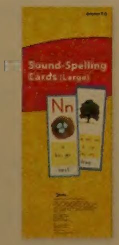

Houses Around the World
Details
Short u
Middle, End
PHONICS/WORD STUDY
WRITING

Leveled Workstation Activity Cards

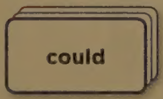
Photo Cards

Assessing the Common Core State Standards

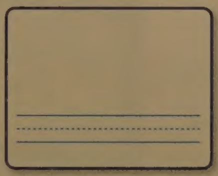
Retelling Cards


Sound-Spelling Cards (Large)
Nn

Sound-Spelling Cards



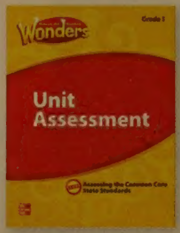
High-Frequency Word Cards



Response Board

Wonders
Grade 1
Weekly Assessment

Weekly Assessment


Wonders
Grade 1
Unit Assessment

Unit Assessment

Wonders
Grade 1
Benchmark Assessment

Benchmark Assessment

Go Digital

For the Teacher

Welcome to Unit 1, Week 1

Plan
Customizable Lesson Plans

Assess
Online Assessments, Reports, and Scoring

Professional Development
Lesson and CCSS Videos

Teach
Classroom Presentation Tools, Instructional Lessons

Collaborate
Online Class Conversations, Interactive Group Projects

Additional Online Resources
Leveled Practice
Grammar Practice
Phonics/Spelling
ELL Activities
Genre Study
Reader's Theater
Tier 2 Intervention
Word-Building Cards

Manage and Assign
Student Grouping and Assignments

School to Home
Digital Open House Activities and Messages

For the Students

Wonders
Welcome John!

My To-Do List
Assignments
Assessments

Words to Know
Build Vocabulary

Read
eBooks
Interactive Texts

Play
Interactive Games

Write
Interactive Writing

School to Home
Activities for Home
Messages from the Teacher
Class Wall of Student Work

www.connected.mcgraw-hill.com

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Week 4 Let's Be Friends T234
Week 5 Let's Move! T312
Week 6 Review and Assess T390

Extended Lesson

Model Lesson

Complex Text T412

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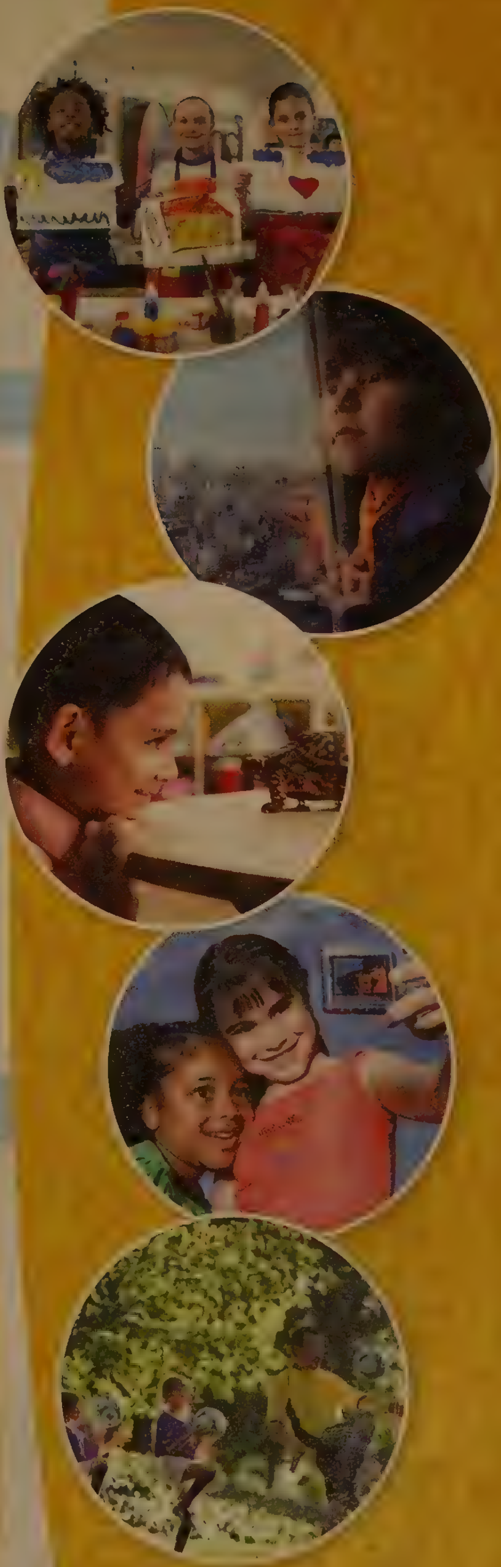
Index BM10
CCSS Correlations CCSS1



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UNIT OVERVIEW

	Week 1	Week 2	Week 3
	AT SCHOOL	WHERE I LIVE	OUR PETS
READING	**ESSENTIAL QUESTION** *What do you do at your school?*	**ESSENTIAL QUESTION** *What is it like where you live?*	**ESSENTIAL QUESTION** *What makes a pet special?*
	Build Background	**Build Background**	**Build Background**
	CCSS **Oral Vocabulary** L.1.5c *common, learn, object, recognize, subjects*	CCSS **Oral Vocabulary** L.1.5c *bored, city, country, feast, scurried*	CCSS **Oral Vocabulary** L.1.5c *care, companion, groom, popular, train*
	CCSS **Word Work** RF.1.2 Phonological Awareness: Identify Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation RF.1.3 Phonics/Spelling: Short *a* RF.1.3 Structural Analysis: Inflectional Endings *-s* RF.1.3g High-Frequency Words: *does, not, school, what*	CCSS **Word Work** RF.1.2 Phonological Awareness: Alliteration, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation RF.1.3 Phonics/Spelling: Short *i* RF.1.3 Structural Analysis: Double Final Consonants RF.1.3g High-Frequency Words: *down, out, up, very*	CCSS **Word Work** RF.1.2 Phonemic Awareness: Contrast Vowel Sounds, Phoneme Blending, Phoneme Substitution, Phoneme Segmentation RF.1.3 Phonics/Spelling: *l*-Blends RF.1.3 Structural Analysis: Plural Nouns (*-s*) RF.1.3g High-Frequency Words: *be, come, good, pull*
	CCSS **Comprehension** RL.1.4 Strategy: Visualize RL.1.7 Skill: Key Details RL.1.10 Genre: Realistic Fiction	CCSS **Comprehension** RL.1.4 Strategy: Visualize RL.1.2 Skill: Key Details RL.1.10 Genre: Fantasy	CCSS **Comprehension** RL.1.4 Strategy: Visualize RL.1.2 Skill: Key Details RL.1.10 Genre: Fantasy
	CCSS **Fluency** RF.1.4b Phrasing	CCSS **Fluency** RF.1.4b Intonation	CCSS **Fluency** RF.1.4b Phrasing
LANGUAGE ARTS	CCSS **Writing** W.1.5 Trait: Ideas	CCSS **Writing** W.1.5 Trait: Ideas	CCSS **Writing** W.1.5 Trait: Ideas
	CCSS **Grammar** RF.1.1 Sentences L.1.2 Mechanics: Sentence Capitalization	CCSS **Grammar** RF.1.1 Word Order L.1.2 Mechanics: Sentence Punctuation (periods)	CCSS **Grammar** RF.1.1 Statements L.1.2 Mechanics: Capitalization and Punctuation

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UNIT 1

Week 4

LET'S BE FRIENDS

ESSENTIAL QUESTION
What do friends do together?

Build Background

Oral Vocabulary

L.1.5c *chore, collect, cooperate, deliver, relationship*

Word Work

RF.1.2 Phonological Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Rhyme, Phoneme Blending

RF.1.3 Phonics/Spelling: Short *o*

RF.1.3 Structural Analysis: Alphabetical Order

RF.1.3g High-Frequency Words: *fun, make, they, too*

Comprehension

RI.1.1 Strategy: Ask and Answer Questions

RL.1.7 Skill: Key Details

RL.1.10 Genre: Informational Text/ Nonfiction

Fluency

RF.1.4b Phrasing

Writing

W.1.3 Trait: Organization

Grammar

RF.1.1 Questions and Exclamations

L.1.2 Mechanics: Question and Exclamation Marks

Week 5

LET'S MOVE!

ESSENTIAL QUESTION
How does your body move?

Build Background

Oral Vocabulary

L.1.5c *agree, difficult, exercise, exhausted, physical*

Word Work

RF.1.2 Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Phoneme Blending

RF.1.3 Phonics/Spelling: *r*-Blends and *s*-Blends

RF.1.3 Structural Analysis: Possessives

RF.1.3g High-Frequency Words: *jump, move, run, two*

Comprehension

RI.1.1 Strategy: Ask and Answer Questions

RL.1.7 Skill: Key Details

RL.1.10 Genre: Informational Text/ Nonfiction

Fluency

RF.1.4b Phrasing

Writing

W.1.3 Trait: Organization

Grammar

RF.1.1 Writing Sentences

L.1.2 Mechanics: Capitalization and Punctuation

Review and Assess

Week 6

Reader's Theater

R.F.1.2 Assign Roles

Fluency: Phrasing, Rate, and Expression

Reading Digitally

RI.1.5 Take Notes

W.1.6 Access Interactive Elements

Navigate Links

Research and Inquiry

W.1.5 Retell Information

Unit Projects

Presentation of Ideas

Unit 1 Assessment

Unit Assessment Book
pages 1–24

Writing

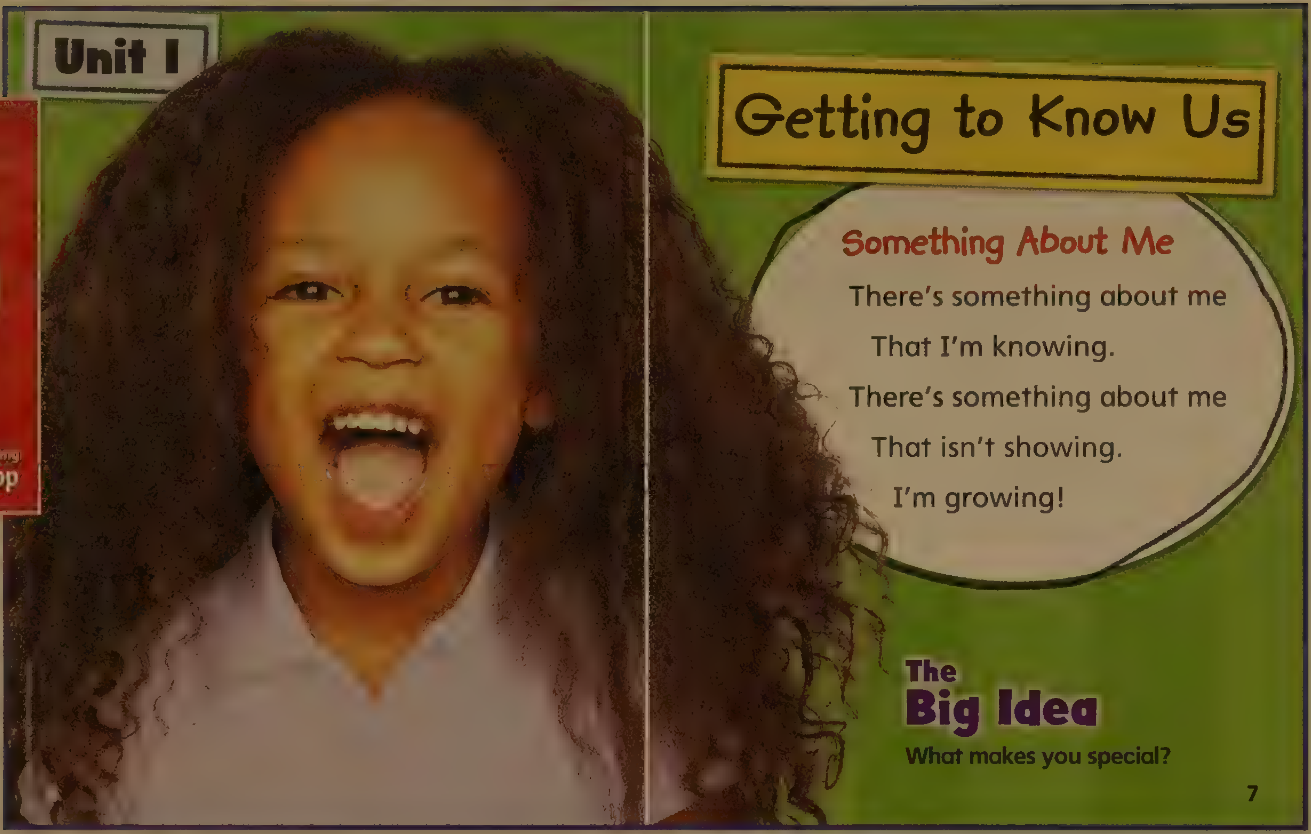
W.1.3 Celebrate: Present Your Writing

Portfolio Choice

UNIT OPENER

Wonders
Reading/Writing
Workshop

Reading/Writing Workshop



Unit 1

Getting to Know Us

Something About Me

There's something about me
That I'm knowing.
There's something about me
That isn't showing.
I'm growing!

The Big Idea

What makes you special?

7

READING/WRITING WORKSHOP, pp. 6–7

The Big Idea *What makes you special?*

Talk About It

Have children read the Big Idea aloud. Ask them about things that make them special. Children may offer ideas such as how they dance, how they draw, how they read, or how they play sports.

Ask: *What are your favorite things to do? When do you do them?* Have children discuss with partners or in groups, then share their ideas with the class. Let children know that they will discuss the Big Idea throughout the unit. Each week they will talk, read, and write about an Essential Question related to the Big Idea.

Read the Poem: "Something About Me"

Read aloud "Something About Me." Ask children questions to explore the theme.

- → What is the poem about?
- → What makes the speaker special?
- → How do you know you are growing?

Rhyme Explain to children that the words *knowing, showing,* and *growing* rhyme. Ask them to think of other words that rhyme with words in the poem. For example, suggest words that rhyme with *there's*: *hairs, pears, dares*. Have partners come up with two-line rhyming poems that tell something that makes them special.

RESEARCH AND INQUIRY

Weekly Projects Each week children will produce a project related to the Essential Question. They will then develop one of these projects more fully for the Unit Research Project. Through their research, children will focus their attention on:

- → choosing print and online sources.
- → summarizing information from multiple sources.
- → working with a partner.
- → drawing representations of real things.

Shared Research Board You may wish to develop a Shared Research Board. Children can post ideas and information about the unit theme. Children can post drawings, sources, or facts they gather as they do their research. They can also post notes with questions they have as they conduct their research.

WEEKLY PROJECTS

Children work in pairs or small groups.

Week 1	Class Book on School Activities, T44
Week 2	Venn Diagram Comparing Places, T122
Week 3	Pet Poster, T200
Week 4	Game Poster, T278
Week 5	Visual Record of Movements, T356

WEEK 6

Children work in small groups to complete and present one of the following projects.

- → Song
- → Travel Poster
- → Diorama
- → Game Directions
- → List of Activities

Go Digital

COLLABORATE

Post children's questions and monitor student online discussions. Create a Shared Research Board.

WRITING

Analytical Writing

Write About Reading As children read and reread for close reading of text, children will take notes and cite evidence to support their ideas.

Writing Every Day: Focus on Writing Traits

Each week, children will focus on a writing trait. Children will draft and revise short writing entries in their writer's notebook, applying the trait to their writing.

WEEKLY WRITING TRAITS

Week 1	Ideas, T18
Week 2	Ideas, T96
Week 3	Ideas, T174
Week 4	Organization, T252
Week 5	Organization, T330

Go Digital

WRITING

Children can use the online writing tools.

Start Smart

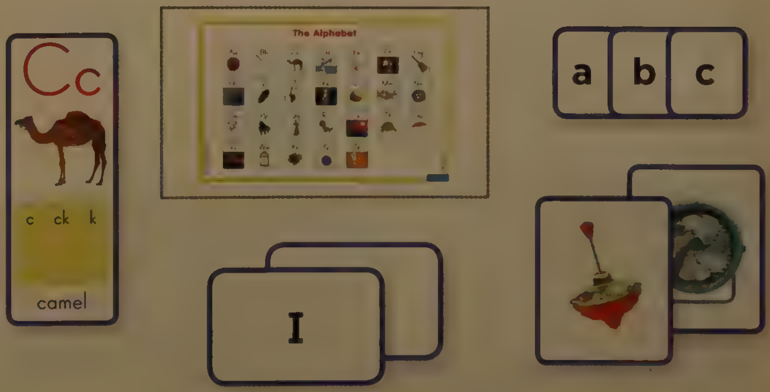
Help your students to grow into critical readers, writers, and thinkers.

This year you'll lay the groundwork for literacy success in the years to come.

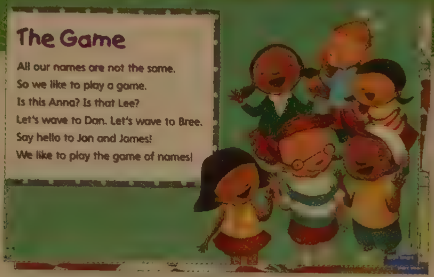
That's why it's important for all First Graders to Start Smart. Start Smart provides lessons in the key foundational skills:

- **Phonological Awareness**
- **Phonics**
- **Listening Comprehension**
- **High-Frequency Words**
- **Writing**

What's more, it offers the opportunity to observe and assess where children are now, so you can provide what they will need to move ahead.

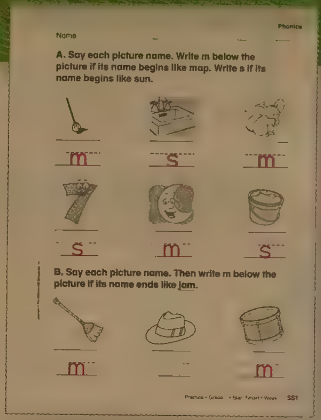


Week 1


The Game

All our names are not the same.
So we like to play a game.
Is this Anna? Is that Lee?
Let's wave to Dan. Let's wave to Bree.
Say hello to Jon and James!
We like to play the game of names!

Teaching Posters 6 and 7
"The Game"
"Helping Hands"


Phonics

Name

A. Say each picture name. Write m below the picture if its name begins like map. Write s if its name begins like sun.

m s m

s m s

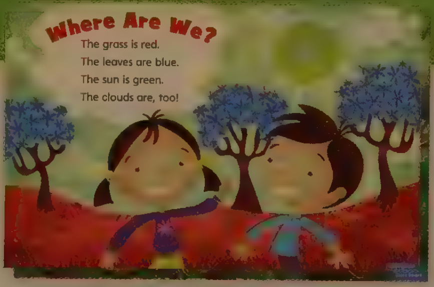
B. Say each picture name. Then write m below the picture if its name ends like jam.

m m

SS1

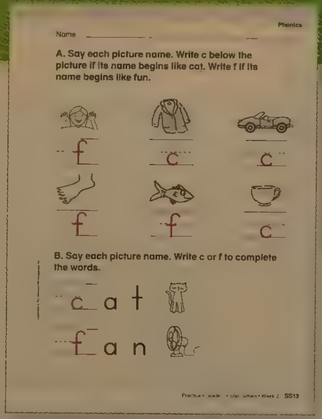
Practice Book, S1–S12

Week 2


Where Are We?

The grass is red.
The leaves are blue.
The sun is green.
The clouds are, too!

Teaching Posters 8 and 9
"Where Are We?"
"Rain Forest"


Phonics

Name

A. Say each picture name. Write c below the picture if its name begins like cat. Write f if its name begins like fun.

f c c

f f c

B. Say each picture name. Write c or f to complete the words.

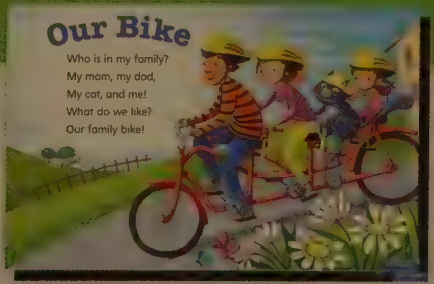
c a t

f a n

SS13

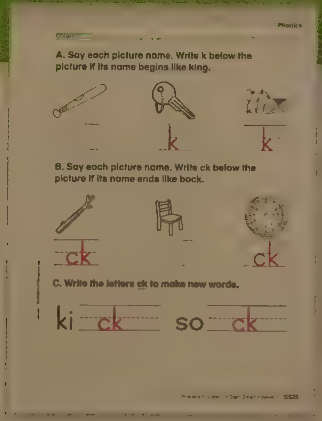
Practice Book, S13–S24

Week 3


Our Bike

Who is in my family?
My mom, my dad,
My cat, and me!
What do we like?
Our family bike!

Teaching Posters 10 and 11
"Our Bike"
"Zoom!"


Phonics

A. Say each picture name. Write k below the picture if its name begins like king.

k k

B. Say each picture name. Write ck below the picture if its name ends like back.

ck ck

C. Write the letters ck to make new words.

ki ck so ck

Practice Book, S25–S36

Go Digital

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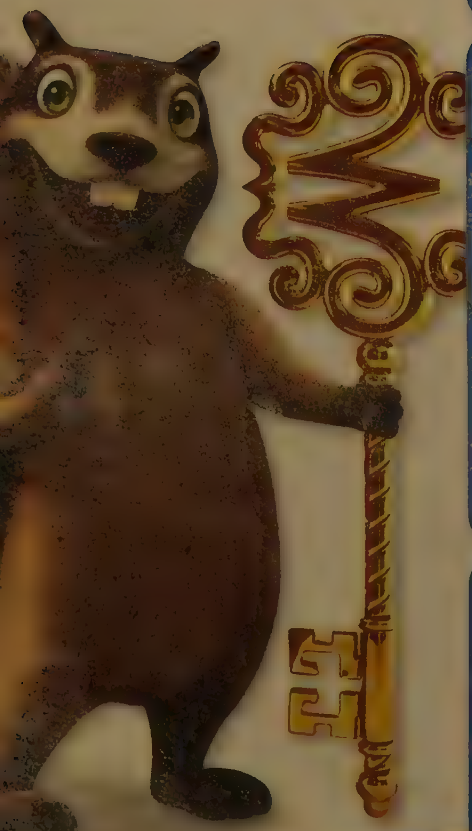
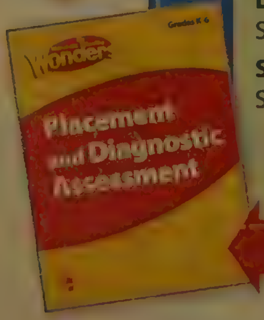
all materials provided online

Suggested Lesson Plan



	DAY 1	DAY 2
WEEK 1	**Build Background,** S4 Oral Language Concepts of Print: Directionality **Word Work,** S5–S7 Phonemic Awareness: Phoneme Identity Phonics: /m/*m*, /s/*s* High-Frequency Words: *I, like* **Listening Comprehension,** S8 Share the Rhyme: "The Game" **Shared Writing,** S9 Sentences	**Build Background,** S10 Oral Language Concepts of Print: Directionality, Concept of a Sentence **Word Work,** S11–S13 Phonemic Awareness: Phoneme Isolation Phonics: /a/*a* High-Frequency Words: *do, to, you* **Listening Comprehension,** S14–S15 Read the Read Aloud: "The Three Billy Goats Gruff" **Shared Writing,** S15 Sentences
WEEK 2	**Build Background,** S34 Oral Language Concepts of Print: Directionality, Return Sweep, First Word Capitalization **Word Work,** S35–S37 Phonological Awareness: Onset/Rime Phonics: /k/*c*, /f/*f* High-Frequency Words: *this, is* **Listening Comprehension,** S38 Share the Rhyme: "Where Are We?" **Shared Writing,** S39 Sentences	**Build Background,** S40 Oral Language Concepts of Print: Word Spaces, End Punctuation, Pronoun *I*, Title Page **Word Work,** S41 Phonemic Awareness: Phoneme Isolation Phonics: Short *o* High-Frequency Words: *my, look, little* **Listening Comprehension,** S44–S45 Read the Read Aloud: "Jack and the Beanstalk" **Shared Writing,** S45 Sentences
WEEK 3	**Build Background,** S64 Oral Language Concepts of Print: Pronoun *I*, End Punctuation **Word Work,** S65–S67 Phonemic Awareness: Phoneme Blending Phonics: /k/*k*, /k/*ck* High-Frequency Words: *are, me* **Listening Comprehension,** S68 Share the Rhyme: "Our Bike" **Shared Writing,** S69 Sentences	**Build Background,** S70 Oral Language Concepts of Print: Sentence Boundaries **Word Work,** S71–S73 Phonemic Awareness: Phoneme Blending Phonics: Short *u* High-Frequency Words: *she, with, for* **Listening Comprehension,** S74–S75 Read the Read Aloud: "The Tortoise and the Hare" **Shared Writing,** S75 Sentences



Administer Placement and Diagnostic Assessment

Go Digital
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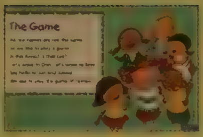
all materials provided online

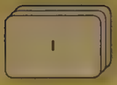
DAY 3	DAY 4	DAY 5
Build Background, S16 Oral Language Concepts of Print: Concept of a Word **Word Work,** S17–S19 Phonological Awareness: Onset and Rime Phonics: /p/*p*, /t/*t* High-Frequency Words: *he, can* **Listening Comprehension,** S20 Share the Rhyme: "Helping Hands" **Interactive Writing,** S21 Sentences	**Build Background,** S22 Oral Language Concepts of Print: Book Handling, Capitalization, End Punctuation, Word Spaces **Word Work,** S23–S25 Phonological Awareness: Syllable Segmentation Phonics: /n/*n*, /r/*r* High-Frequency Words: *go, a, has* **Listening Comprehension,** S26–S27 Read the Read Aloud: "Elephants" **Interactive Writing,** S27 Sentences	**Build Background,** S28 Oral Language Concepts of Print: Parts of a Book, Periods, Pronoun *I* **Word Work,** S29–S31 Phonological Awareness: Rhyme Phonics: Short *i* High-Frequency Words: *a, can, do, go, has, he, I, like, to, you* **Listening Comprehension,** S32 Reread "The Three Billy Goats Gruff" **Independent Writing,** S33 Sentences
Build Background, S46 Oral Language Concepts of Print: Print-to-Speech Match, Word Length, Sentence Boundaries **Word Work,** S47–S49 Phonological Awareness: Syllable Segmentation Phonics: /d/*d*, /h/*h*, /z/*s* High-Frequency Words: *where, here* **Listening Comprehension,** S50–S51 Share the Rhyme: "Rain Forest" **Interactive Writing,** S51 Sentences	**Build Background,** S52 Oral Language Concepts of Print: Sentence Boundaries, End Punctuation, Quotation Marks, Title Page **Word Work,** S53–S55 Phonemic Awareness: Phoneme Blending Phonics: Short *e* High-Frequency Words: *play, the, we* **Listening Comprehension,** S56–S57 Read the Read Aloud: "Let's Explore!" **Interactive Writing,** S57 Sentences	**Build Background,** S58 Oral Language Concepts of Print: Sentences, Italics, Repetition of Letters **Word Work,** S59–S61 Phonological Awareness: Rhyme Phonics: /b/*b*, /l/*l*, /l/*ll* High-Frequency Words: *this, is, my, look, little, where, here, play, the, we* **Listening Comprehension,** S62 Reread "Jack and the Beanstalk" **Independent Writing,** S63 Sentences
Build Background, S76 Oral Language Concepts of Print: Sentences, Directionality, Return Sweep **Word Work,** S77–S79 Phonemic Awareness: Phoneme Segmentation Phonics: /g/*g*, /w/*w* High-Frequency Words: *and, have* **Listening Comprehension,** S80 Share the Rhyme: "Zoom!" **Interactive Writing,** S81 Sentences	**Build Background,** S82 Oral Language Concepts of Print: Sound-Letter Correspondence, Directionality **Word Work,** S83–S85 Phonemic Awareness: Phoneme Segmentation Phonics: /ks/*x*, /v/*v*, /kw/*qu* High-Frequency Words: *see, said, was* **Listening Comprehension,** S86–S87 Read the Read Aloud: "How Do We Get Around?" **Interactive Writing,** S87 Sentences	**Build Background,** S88 Oral Language Concepts of Print: Sound-Letter Correspondence, Sentence Lengths **Word Work,** S89–S91 Phonological Awareness: Rhyme Phonics: /j/*j*, /y/*y*, /z/*z* High-Frequency Words: *are, me, she, with, for, and, have, see, said, was* **Listening Comprehension,** S92 Reread "The Tortoise and the Hare" **Interactive Writing,** S93 Sentences

Administer Placement and Diagnostic Assessment

Materials

Teaching Poster


Teaching Poster



High-Frequency Word Cards
I
like

Sound-Spelling Cards

Build Background

Oral Language

OBJECTIVES

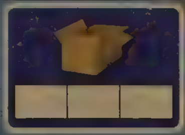
CSS Demonstrate understanding of the organization and basic features of print. **RF.1.1**

CSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

Welcome to Grade I.
My name is ____.
What is your name?

→ Track the print as you read the Daily Warm-Up by pointing to each word as you say it. This will reinforce the speech-to-print connection. Have children turn to a partner and introduce themselves: *Hi. My name is ____. What is your name?* Point out children's names on desk name cards, attendance charts, and other places they appear.

Go Digital


Phonemic Awareness

Concepts of Print

Directionality

→ Explain to children that we read from left to right and from the top to the bottom of the page.

Word Work

MINILESSON 5 Mins

Phonemic Awareness

Phoneme Identity

① **Model** Show children how to identify the same sound in different words. *I will say three words:* mop, man, milk. *What sound is the same in* mop, man, *and* milk? *The beginning, or first, sound in* mop, man, *and* milk *is the same. They all begin with the /m/ sound.*

Have children identify the same sound in *drum, him, team.*

② **Guided Practice/Practice** Have children identify the same sound in a word group. Do the first one with them. *I will say three words. Tell me the sound you hear that is the same in all three words.*

sad, say, six
safe, soup, sit

mitt, make, men
sun, soap, suit

mat, moon, mail
us, yes, toss

Collaborative Conversations

Distribute the Speaking and Listening checklists from the **Teacher's Resource Online PDF**. Explain that there are certain discussion guidelines children should follow to make sure they are being respectful and active participants and listeners.

Take Turns Talking As children engage in partner, small-group, and whole-group discussions, encourage them to:

- take turns talking and not speak over others.
- raise their hand if they want to speak.
- ask others to share their ideas and opinions.

Listen Carefully As children engage in partner, small-group, and whole-group discussions, encourage them to:

- always look at the speaker.
- respect others by not interrupting them.
- repeat others' ideas to check understanding.

Circulate and monitor children's conversations. Ask them to evaluate their discussions. Are they taking turns and listening carefully?

Word Work

MINILESSON 5 Mins

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Introduce /m/m, /s/s

① **Model** Display the *Map* **Sound-Spelling Card**. Teach the sound /m/ spelled *m*.

This is the Map *Sound-Spelling Card. The sound is /m/. The /m/ sound is spelled with the letter* m. *Say it with me: /mmm/. This is the sound at the beginning of the word* map. *Listen: /mmmap/,* map. *Watch as I write the letter* m. *I will say /m/ as I write the letter several times.*

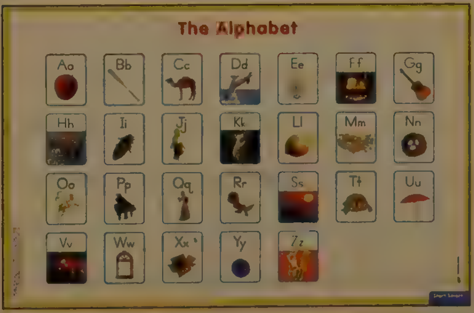
Repeat with *Sun* Sound-Spelling Card. Teach the sound /s/ spelled *s*.

This is the Sun *Sound-Spelling Card. The sound is /s/. The /s/ sound is spelled with the letter* s. *Say it with me: /sss/. This is the sound at the beginning of the word* sun. *Listen: /sssun/,* sun. *Watch as I write the letter* s. *I will say /s/ as I write the letter several times.*

② **Guided Practice/Practice** Have children practice connecting the letters and sounds through writing. *Now do it with me. Say /m/ as I write the letter* m. *Say /s/ as I write the letter* s. *This time, write the letter* m *five times as you say the /m/ sound. Write the letter* s *five times as you say /s/.*

Review the Alphabet

① **Explain** Display the ABC Teaching Poster. Tell children that this is the alphabet. It contains 26 letters. Explain that throughout the year, children will learn how to read and spell words with these letters.



Teaching Poster

② **Guided Practice/Practice** Sing "Alphabet Song" with children as you point to each letter. Note letters children have difficulty naming. Sing it again; stop on the letters *m* and *s*. *What's the letter's name? What's the sound?*

ELL

ENGLISH LANGUAGE LEARNERS

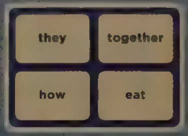
Transfer Skills Many children whose first language is not English find it difficult to pronounce and perceive some English sounds. Refer to the sound transfer chart in the **Language Transfers Handbook** to identify sounds that do not transfer.

Sound Pronunciation Play the Go Digital audio again for a model of the /m/ and /s/ sounds for children needing additional models.

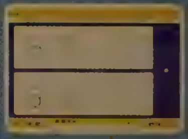
Go Digital

Phonics

Teaching Poster



High-Frequency Word Routine



Handwriting

MINILESSON 5 Mins

High-Frequency Words

I, like

① **Model** Display the **High-Frequency Word Cards** *I* and *like*. Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *like. This is the word* like. *Say it with me:* like. *I like to play outside.*
- **Spell** *The word* like *is spelled* l-i-k-e. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* l-i-k-e.
- Follow the same steps to introduce the word *I*. Use this sentence: *I can read*. Point out that *I* is also a letter.

② **Practice** Have children work in pairs to make up sentences using the words.

- **Word Bank** You may wish to begin a Word Bank, a list of words that you have learned, by adding this week's high-frequency words. Throughout the year, place related words together, such as words that contain the same spelling patterns. As children master words, remove them from the Word Bank.

Routines

High-Frequency Words

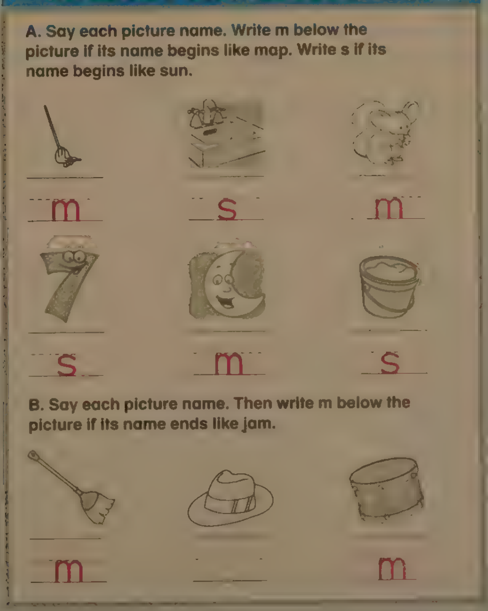
Why High-frequency words are a small group of words that account for over half the words in print. Many high-frequency words are irregular and cannot be decoded. To read fluently, children must be able to read high-frequency words quickly and accurately.

How Children need explicit, systematic instruction with high-frequency words.

- The teacher introduces a high-frequency word, puts it in context, and spells it.
- Children read, spell, and write the word. Then they use it in a sentence.
- The teacher displays the words on a word wall for reference and review.

Refer to the Professional Development video for additional instruction.

ON-LEVEL PRACTICE BOOK p. SS1



A. Say each picture name. Write m below the picture if its name begins like map. Write s if its name begins like sun.

m s m

s m s

B. Say each picture name. Then write m below the picture if its name ends like jam.

m m

Listening Comprehension

MINILESSON 5

Share the Rhyme

OBJECTIVES

CCSS Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.2**

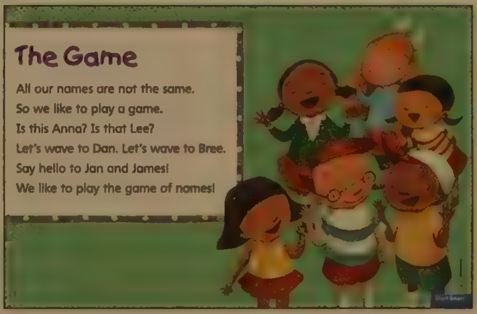
CCSS Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. **W.1.1**

Build Background

Talk with children about starting school in a new class. Engage children in a discussion about class procedures and rules. Then ask if they know the names of the other children. Tell them that you are going to read aloud a rhyme to help them learn everyone's name.

Read "The Game"

Read the title and show the illustration on the Teaching Poster. Then read aloud the rhyme with rhythm and expression, stressing the rhyming words. Explain that rhyming words are words that have the same ending sounds, such as *same* and *game*, which both end in /ām/. Repeat the reading several times, asking children to join in.



The Game

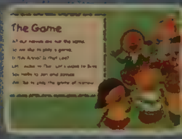
All our names are not the same.
So we like to play a game.
Is this Anna? Is that Lee?
Let's wave to Dan. Let's wave to Bree.
Say hello to Jan and James!
We like to play the game of names!

Teaching Poster

Respond

Talk About It Explain how a rhyme is different from a story. Then have children chorally chant the rhyme. Then, play "the game of names." Point to a child as you say: *Is this ____? Let's wave to ____. Say hello to ____.* Have children say: *Hello, ____.* Continue for each child in the group. Invite children to chime in.

Go Digital



"The Game"

Shared Writing

MINILESSON 5 Mins

Sentences

Brainstorm

- Ask children to tell things they like about school.
- Make a list of children's ideas.

Write

- Read the class list together.
- Write the sentence frame *I like* _____. Have children read it aloud as you point to each word.
- Have each child complete the sentence with one of the ideas on the class list.
- Write children's sentences. Read the sentences aloud.

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Use Gestures Pair children. Have partners act out things they do in school or point to things they like. Ask: *Is school fun? Do you do art? Do you read?* Have children answer *yes* or *no*. Then use the words to complete the sentence: *I like* _____. Have children repeat.

Intermediate

Demonstrate Comprehension Pair children and have them give a thumbs-up or thumbs-down as you read things about school from the list. Then guide partners to complete the sentence frame with ideas from the list. Invite volunteers to read their sentences.

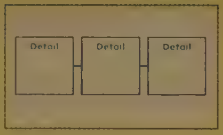
Advanced/Advanced High

Discuss Pair children and have them discuss ideas from the list. Ask partners to take turns completing the sentence frame orally with opinions from the list. Help them elaborate on their sentences.

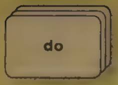
Materials

The Alphabet

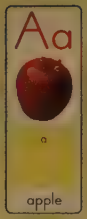
Teaching Poster



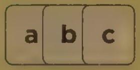
Teaching Poster



High-Frequency Word Cards
do
to
you



Sound-Spelling Cards



Word-Building Cards

Build Background

MINILESSON 5

Oral Language

OBJECTIVES

CCSS Demonstrate understanding of the organization and basic features of print. **RF.1.1**

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

> Today we will read a story.
> It is about three goats.
> Can you tell me what a goat is?

- Track the print as you read the Daily Warm-Up. To reinforce the speech-to-print connection, point to each word as you read the sentences again. Invite children to chime in.
- Have partners take turns asking and answering the question.

MINILESSON 5

Concepts of Print

Directionality, Concept of a Sentence

- Remind children that we read from left to right. Track the print as you read the Daily Warm-Up.
- Explain that sentences are made up of words. Tell children that the Daily Warm-Up has three sentences. Point to and read each word in the first sentence. Ask: *How many words are in this sentence?* Help children count the words. Repeat for the next two sentences.

Go Digital

Phonemic Awareness

Word Work

MINILESSON 5 Mins

Phonemic Awareness

Phoneme Isolation

① **Model** Show children how to isolate initial and medial /a/. *I am going to say a word and then say the first, or beginning, sound in the word. Listen:* at, */aaat/. The sound at the beginning of* at *is /a/. Say the sound with me: /aaa/.*

Now listen for the middle sound in a word. Listen: mat, */mmmaaat/. The middle sound in* mat *is /a/. Say the sound with me: /aaa/.*

Repeat with initial /m/ and /s/, using the words *men* and *sit*.

② **Guided Practice/Practice** Have children practice isolating initial /a/, /m/, and /s/. Stretch the target sound as you say each word. *Listen to these words. Say the first, or beginning, sound you hear.*

am milk at safe mad sit

Now say the middle sound you hear in these words.

sat map men sad run bag

Word Work

MINILESSON 5 Mins

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Introduce Short *a*

1 **Model** Display the *Apple* **Sound-Spelling Card**. Teach the sound /a/ spelled *a*.

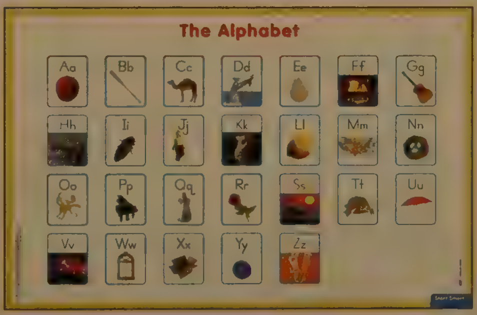
This is the Apple *Sound-Spelling Card. The sound is /a/. The /a/ sound is spelled with the letter* a. *Say it with me: /aaa/. This is the sound at the beginning of the word* apple. *Listen: /aaapəl/,* apple. *Watch as I write the letter* a. *I will say /a/ as I write the letter several times.*

2 **Guided Practice/Practice** Have children practice connecting the letter and sound through writing. *Now do it with me. Say /a/ as I write the letter* a. *This time, write the letter* a *five times as you say the /a/ sound.*

Review the Alphabet

1 **Explain** Display the ABC Teaching Poster.

- Sing "Alphabet Song" with children as you point to each letter. Note letters children have difficulty naming. Sing again, stopping on the letter *a*. Ask: *What's the letter's name? What's the sound?*



Teaching Poster

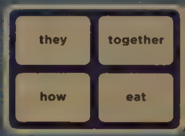
2 **Guided Practice/Practice** Highlight the difference between a letter and a word. Write the following on the board: *a, m, s, am, Sam.*

- Point out that *a, m,* and *s* are letters. Explain that *am* and *Sam* are words. *What's the first letter in* am? *How many letters are in the word? What's the first letter in* Sam? *How many letters?*

Go Digital

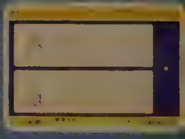
Phonics

Teaching Poster



they	together
how	eat

High-Frequenc
Word Routine



Handwriting

ELL

ENGLISH LANGUAGE LEARNERS

Practice Vocabulary Hand a child a classroom object and say: *I give this to you.* Point at the child when you say "you." Have children repeat. Then have children take turns giving each other objects and saying, *"I give this to you."*

Build Fluency: Sound-Spellings

Display **Word-Building Cards** *a, m, s*. Tell children that each day you will review the sound-spellings they have learned as a warm-up. Remind them that this is a great way to master these sound-spellings, which is necessary as they begin reading and writing.

Have children chorally say each sound. When finished, repeat and vary the pace.

Blend Words with Short *a*

① **Model** Display Word-Building Cards *a, m*. Model how to blend the sounds. *This is the letter* a. *It stands for /a/. This is the letter* m. *It stands for /m/. Listen as I blend these sounds together: /aaammm/,* am.

② **Guided Practice/Practice** Display the Word-Building Cards *s, a, m*. Read the word together with children, blending the sounds: */sssaaammm/. The word is* Sam. Then have children blend and read the word on their own.

MINILESSON 5 Mins

High-Frequency Words

do, to, you

① **Model** Display the **High-Frequency Word Cards** *do, to,* and *you*. Use the Read/Spell/Write routine to teach each word.

- → **Read** Point to and say the word *do. This is the word* do. *Say it with me:* do. *What will we do today?*
- → **Spell** *The word* do *is spelled* d-o. *Spell it with me.*
- → **Write** *Let's write the word in the air as we say each letter:* d-o.
- → Follow the same steps to introduce the words *to* and *you*. Use these sentences: *We will go to the park. Where are you going?*

② **Practice** Have partners make up sentences using the words.

- → Use the same routine to review *I* and *can.*
- → Have children read high-frequency words in context using the Start Smart Reader on Your Turn Practice Book page SS3.

Routines

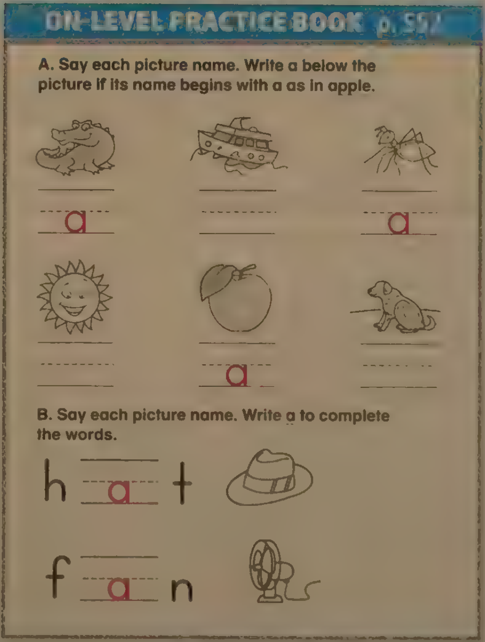
Following Directions As children begin working in their Practice Book, work with them on understanding and following one- and two-step directions.

- Read aloud the directions, one sentence at a time. Have children repeat, then restate the direction in their own words.
- Model how you follow the directions. Then have children repeat.

Daily Handwriting

Assess children's handwriting informally by having them write their names and the letters of the alphabet. Have them use Practice Book pages SS5, SS8, and SS12 throughout the week for more targeted practice in writing the letters they are learning. See Handwriting for daily practice and additional information on ball-and-stick or slant models.

ON-LEVEL PRACTICE BOOK p. SS7



A. Say each picture name. Write a below the picture if its name begins with a as in apple.

a

a

a

B. Say each picture name. Write a to complete the words.

h a t

f a n

Listening Comprehension

MINILESSON 5 Mins

Read the Read Aloud

OBJECTIVES

CCSS Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.2**

CCSS Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. **W.1.1**

Genre: Fiction

Tell children that made-up stories are called fiction. Point out that "The Three Billy Goats Gruff" is fiction. Explain that fictional stories:

- tell about things that did not really happen.
- have a beginning, a middle, and an end.
- have characters.

Introduce Read the title of the story on the opposite page. Say: *The title of a story can help us figure out what the story might be about. I think this story will be about three goats and what happens to them.*

Strategy: Ask and Answer Questions Explain to children that they can stop and ask themselves questions as they listen to the story. Then they can listen for the answers as you continue to read.

Skill: Details Explain: *Details give important information in a story. Some details tell about people or animals and other details tell what happens in the story.* Tell children to listen for important details as you read aloud. Use Teaching Poster 26 to record important details.

Read "The Three Billy Goats Gruff"

Read the first paragraph of the story to children. Explain that you learned these important details: Three billy goats live near a river; they have to cross a bridge to get to the other side; a mean troll lives under the bridge. Say: *I don't understand why it is important to know that a troll lives under the bridge. What will the troll do if the goats try to cross the bridge? I'll keep reading to find the answer to my question.*

Continue reading, pausing to have children ask and answer questions about the story.

Respond to Literature

COLLABORATE

Talk About It Discuss story details with children. Ask: *Who crosses the bridge first? What does the troll say? What does the troll do? Who crosses the bridge last? What does the troll do? What happens to the troll?* Ask children to tell about their favorite parts of the story and why they liked those parts.

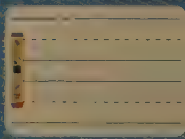
ELL

ENGLISH LANGUAGE LEARNERS

Demonstrate Comprehension
Ask children *yes* or *no* questions about the story, such as, *Is the troll nice? Does Little Billy cross the bridge?* Repeat children's answers in complete sentences.

Go Digital

"The Three Billy Goats Gruff"



Writing

"The Three Billy Goats Gruff"

Once there were three billy goats whose last name was Gruff. The three brothers lived near a river. Across the river was a hillside where the grass was sweet. But the goats had to cross a bridge to get there, and a mean troll lived under it.

One day the brothers decided to cross the bridge. The youngest, smallest Billy Goat Gruff went first. *Trip-trap, trip-trap* went his feet over the bridge.

"WHO IS CROSSING MY BRIDGE?" roared the troll.

"It is I, Little Billy Goat Gruff," said Little Billy in a tiny voice.

"I'll gobble you up!" shouted the troll.

"Please don't!" pleaded Little Billy. "I'm so little. But here comes my brother, and he is bigger than I am."

"Run along," said the troll. "I'll wait for a bigger meal." And Little Billy crossed the bridge.

The second Billy Goat Gruff went across the bridge. *Trip-trap, trip-trap* went his feet.

"WHO IS CROSSING MY BRIDGE?" roared the troll.

"It is I, Middle Billy Goat Gruff," said Middle Billy, whose voice was louder than Little Billy's.

"I'll gobble you up!" shouted the troll.

"Please don't!" pleaded Middle Billy. "My brother is following me, and he is bigger than I am."

The troll was hungry, but he said, "Very well, I'll wait for a bigger meal." And Middle Billy crossed the bridge.

Then the oldest, biggest Billy Goat Gruff went across the bridge. *TRIP-TRAP, TRIP-TRAP*, went his feet. The bridge creaked because Big Billy was big and heavy.

"WHO IS CROSSING MY BRIDGE?" roared the troll.

"IT IS I, BIG BILLY GOAT GRUFF!" said Big Billy in a booming voice.

"I'll gobble you up!" shouted the troll.

"That's what you think!" Big Billy replied.

The troll got on the bridge. Big Billy lowered his horns and butted that mean troll into the air! Then down, down, down, the troll fell into the river and was gone.

"Good-bye, troll!" shouted Big Billy as he crossed the bridge.

The three Billy Goats Gruff lived happily ever after and crossed the bridge every day to eat!

Shared Writing

MINILESSON 5

Sentences

Brainstorm

Have children work in pairs. Ask partners to discuss "The Three Billy Goats Gruff." Have them give opinions about the story. Make a list of children's opinions. Read the class list together.

Write

Write and read aloud the sentence starter: *The story is ____.* Have children read it aloud as you point to each word. Have each child complete the sentence with one of the class ideas. Write children's sentences. Reread the sentences.

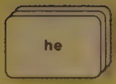
ELL

ENGLISH LANGUAGE LEARNERS

Describe Cut little, medium, and big circles from construction paper. Distribute one of each to children. Ask children to arrange the circles in order by size. Then ask children to hold up the little circle as they complete this sentence: *This is the ____ circle.* Repeat the sentence to develop their oral language proficiency. Continue for the other circles.

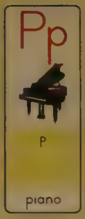
Materials

Teaching Poster

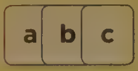


High-Frequency Word Cards

he
can



Sound-Spelling Cards



Word-Building Cards

Build Background

MINILESSON 5

Oral Language

OBJECTIVES

CCSS Demonstrate understanding of the organization and basic features of print. **RF.1.1**

Blend words by onset and rime

We can read.
We like to read with friends.
What do you like to read?

- Track the print as you read the Daily Warm-Up. To reinforce the speech-to-print connection, point to each word as you read the sentences again. Invite children to chime in.
- Have partners take turns asking and answering the question: *What do you like to read?* Have children share their favorite stories with a partner, then call on volunteers to share with the class.

MINILESSON 5

Concepts of Print

Concept of a Word

- Remind children that sentences are made up of words. Point out the words as you read the Daily Warm-Up sentences. Have children take turns pointing to one word in the sentence.
- Explain that a word is made up of letters. Circle and read aloud the first word in the first sentence. Point to and name each letter in the word. Then have children chime in as you point to and name each letter. Repeat for other words in the sentence.
- Read the first word in the second sentence. Help children name each letter in the word. Continue with other words.

Go Digital

Phonological Awareness

Word Work

MINILESSON 5

Phonological Awareness

Onset and Rime

① **Model** Show children how to blend words by onset and rime. *I am going to say a word in parts. I want you to listen carefully. Then I will put the sounds together to say the word as a whole. Listen: /sss/ /at/. Now listen as I put the sounds together: /sssaaat/, sat. The word is* sat.

Let's try another one: /sss/ /ad/. Listen as I put the sounds together: /sssaaad/, sad. The word is sad.

② **Guided Practice/Practice** Have children practice blending words by onset and rime. Guide practice with the first word. The first set contains words that begin with continuous sounds. These will be easier for many children to blend.

/s/ /ok/ /s/ /un/ /s/ /and/ /s/ /et/
/m/ /at/ /m/ /an/ /m/ /op/ /m/ /ud/
/f/ /at/ /f/ /an/ /f/ /un/ /f/ /ish/

The second set contains words that begin with stop sounds.

/b/ /at/ /b/ /ag/ /p/ /an/ /p/ /at/
/t/ /op/ /t/ /an/ /d/ /ad/ /d/ /og/

Word Work

MINILESSON 5

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Apply phonics when decoding words with /p/*p* and /t/*t*

ELL ENGLISH LANGUAGE LEARNERS

Transfer Skills Many children whose first language is not English find it difficult to pronounce and perceive some English sounds, such as /p/ and /t/ sounds for Hmong speakers. Refer to the sound transfer chart in the **Language Transfers Handbook** to identify sounds that have approximate transfers.

Sound Pronunciation Play the Go Digital audio again for a model of the /p/ and /t/ sounds for additional models.

Introduce /p/*p*, /t/*t*

① **Model** Display the *Piano* **Sound-Spelling Card**. Teach the sound /p/ spelled *p*.

This is the Piano *Sound-Spelling Card. The sound is /p/. The /p/ sound is spelled with the letter* p. *Say it with me: /p/. This is the sound at the beginning of the word* piano. *Listen: /p/ /p/ /p/,* piano. *Watch as I write the letter* p. *I will say /p/ as I write the letter several times.*

Repeat with /t/ spelled *t*. Use the *Turtle* Sound-Spelling Card.

This is the Turtle *Sound-Spelling Card. The sound is /t/. The /t/ sound is spelled with the letter* t. *Say it with me: /t/. This is the sound at the beginning of the word* turtle. *Listen: /t/ /t/ /t/,* turtle. *Watch as I write the letter* t. *I will say /t/ as I write the letter several times.*

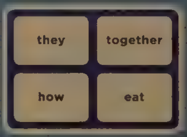
② **Guided Practice/Practice** Have children practice connecting the letters and sounds through writing. *Now do it with me. Say /p/ as I write the letter* p. *Say /t/ as I write the letter* t. *This time, write the letter* p *five times as you say the /p/ sound. Write the letter* t *five times as you say /t/.*

Go Digital

Phonics

The Alphabet

Teaching Poster



High-Frequency Word Routine

Handwriting

Build Fluency: Sound-Spellings

Display **Word-Building Cards** *a, m, p, s, t*. Have children chorally say each sound. Repeat and vary the pace when finished.

Blend Words with /p/p, /t/t

① **Model** Display Word-Building Cards *p, a, t*. Model how to blend the sounds together as you run your finger under each letter. *This is the letter* p. *It stands for /p/. This is the letter a. It stands for /a/. This is the letter* t. *It stands for /t/. Listen as I blend these sounds together: /paaat/. Say it with me.*

Continue by modeling the words *tap, sat,* and *map*.

② **Guided Practice/Practice** Display the Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: */aaat/. The word is* at. Have children blend each word with you. Complete the remaining lines chorally. Prompt children to read the connected text, sounding out the decodable words.

at	am	
at	sat	mat
am	Sam	Pam

Pat sat.
I am Sam.

Also online

Phonics Practice Activity

MINILESSON
5

High-Frequency Words

he, can

① **Model** Display the **High-Frequency Word Cards** *he* and *can*. Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *he. This is the word* he. *Say it with me:* he. *He jumps up and down!*
- **Spell** *The word* he *is spelled* h-e. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* h-e.
- Follow the same steps to introduce the word *can*. Use this sentence: *We can run outside.*

② **Practice** Have children work in pairs to make up sentences using the words.

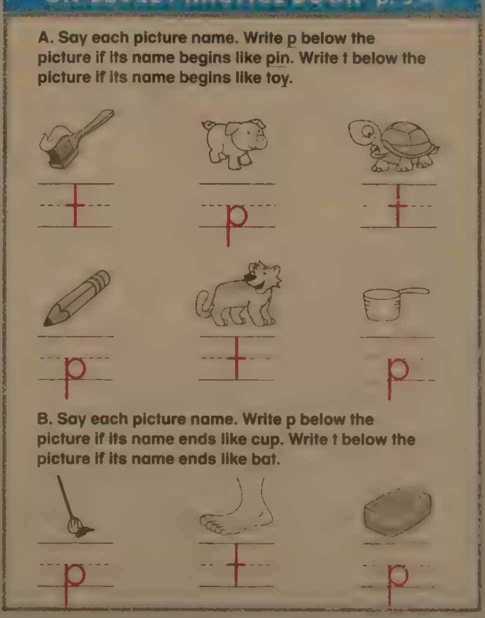
- Use the same routine to review *I, like, do, to,* and *you*.

ELL

ENGLISH LANGUAGE LEARNERS

Demonstrate Meaning Do different actions in the classroom as you describe what you can do: *I can write. I can sit. I can jump. I can read.* Have children mimic the actions and repeat the sentences.

ON-LEVEL PRACTICE BOOK p. S



A. Say each picture name. Write p below the picture if its name begins like pin. Write t below the picture if its name begins like toy.

t p t
p t p

B. Say each picture name. Write p below the picture if its name ends like cup. Write t below the picture if its name ends like bat.

p t p

Listening Comprehension

MINILESSON 5

Share the Rhyme

OBJECTIVES

CCSS Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.2**

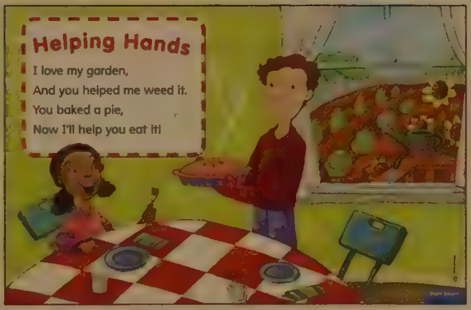
CCSS Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. **W.1.1**

Build Background

Talk with children about how friends help each other. *Sometimes we help our friends or family. Other times our friends help us. We help each other in many ways.* Tell children you will read aloud a rhyme about how two friends help each other.

Read "Helping Hands"

Read the title and show the illustration on Teaching Poster 7. Ask children who they think helps each other and how. Then read aloud the rhyme with rhythm and expression. Stress the words *weed it* and *eat it*. Point out that the two phrases are like rhyming words because they both end with the word *it*. Repeat the reading several times, asking children to join in.



Helping Hands
I love my garden,
And you helped me weed it.
You baked a pie,
Now I'll help you eat it!

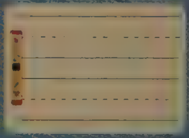
Teaching Poster

Respond

COLLABORATE **Talk About It** Remind children how a rhyme is different from a story. Have children chorally chant the rhyme. Ask: *Why do you think the rhyme is called "Helping Hands"?* Then ask children who they help and how.

Go Digital

"Helping Hands"



Writing

Interactive Writing

MINILESSON 5

Sentences

Brainstorm

Ask children to think about games they can play. Make a list of the games. Then ask them for opinions about each game. Write their ideas next to the games. Read the list with children.

Write

Write the sentence frames: *I can play the game* ____. *It is* ____. Have children read them aloud as you point to each word. Guide each child to complete the sentences with one of the games on the class list. Write down children's sentences. Share the pen. Reread the sentences.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Demonstrate Pair children. Have partners act out games. Then have children complete the sentence *I can play the game* ____. *It is* ____. Repeat the sentence slowly and clearly to the class.

Intermediate

Demonstrate Comprehension Pair children and have them give a thumbs-up or thumbs-down as you read games from the list. Then guide partners to complete the sentence frames. Invite volunteers to say their sentences. Correct pronunciation as necessary.

Advanced/Advanced High

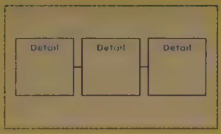
Discuss Pair children and have them discuss games and opinions from the list. Read the game names and have children repeat as needed. Ask partners to take turns completing the sentence frames orally with games from the list. Help them elaborate on their sentences.

START SMART

WHOLE GROUP

DAY 4

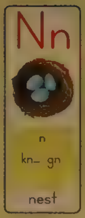
Materials



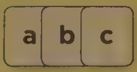
Teaching Poster

High-Frequency Word Cards

go
a
has



Sound-Spelling Cards



Word-Building Cards

Build Background

MINILESSON

Oral Language

OBJECTIVES

CCSS Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF.1.1a**

Segment words by syllables

Today we will learn about elephants.
What do you know about elephants?
What would you like to learn?

- Track the print as you read the Daily Warm-Up. Point to each word as you read the sentences again. Invite children to chime in.
- Have partners say what they know about elephants and what they would like to learn. *I know that elephants* ____. *I want to learn* ____.

Go Digital

Phonological Awareness

MINILESSON

Concepts of Print

Book Handling, Capitalization, End Punctuation, Word Spaces

- Hold open a book. *When we read books, we read the left page first. After we read the left page, we read the right page.*
- Explain that we read the pages in front of the book before the end. Remind children that we read the words in sentences from left to right and we read sentences from top to bottom on a page.
- Tell children that sentences begin with capital letters. Have children name each capital letter in the Daily Warm-Up. Circle the two question marks. Tell children that these sentences ask questions.
- Tell children that words in a sentence are separated by spaces. Have volunteers point out the spaces between the words.

Word Work

MINILESSON 5

Phonological Awareness

Syllable Segmentation

① **Model** Show children how to segment a word into syllables. Then model how to count the syllables in a word. *I am going to say a word. Then I will clap the syllables, or word parts, that I hear. Remember that each syllable has only one vowel sound. Listen:* pancake, pan (clap) cake (clap). *The word* pancake *has two syllables, or word parts.*

Clap the syllables with me as we say the word pancake*:* pan (clap) cake (clap). *You clapped two times because pancake has two syllables.*

② **Guided Practice/Practice** Have children segment each word into syllables and count the number of syllables. If any children struggle, have them place their hands underneath their chins. Tell them that as they say a new word, a new syllable happens every time their chin drops.

Listen to these words. Clap the syllables in each word. Count how many syllables you hear.

little (2)
running (2)
elephant (3)
Sunday (2)
mop (1)
tomato (3)
funny (2)
teacher (2)
hop (1)
book (1)
student (2)
rabbit (2)
together (3)
listen (2)
animal (3)

Word Work

MINILESSON 5

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Introduce /n/n, /r/r

① **Model** Display the *Nest* **Sound-Spelling Card**. Teach the sound /n/ spelled *n*.

This is the Nest *Sound-Spelling Card. The sound is /n/. The /n/ sound is spelled with the letter* n. *Say it with me: /nnn/. This is the sound at the beginning of the word* nest. *Listen: /nnnest/,* nest. *Watch as I write the letter* n. *I will say /n/ as I write the letter several times.*

Repeat with /r/ spelled *r*. Use the *Rose* Sound-Spelling Card.

This is the Rose *Sound-Spelling Card. The sound is /r/. The /r/ sound is spelled with the letter* r. *Say it with me: /rrr/. This is the sound at the beginning of the word* rose. *Listen: /rrrōz/,* rose. *Watch as I write the letter* r. *I will say /r/ as I write the letter several times.*

② **Guided Practice/Practice** Have children practice connecting the letters and sounds through writing. *Now do it with me. Say /n/ as I write the letter* n. *Say /r/ as I write the letter* r. *This time write the letter* n *five times as you say the /n/ sound. Write the letter* r *five times as you say /r/.*

Build Fluency: Sound-Spellings

Display **Word-Building Cards** *a, m, n, p, r, s, t*. Have children chorally say the sound for each card. When finished, repeat and vary the pace.

ELL

ENGLISH LANGUAGE LEARNERS

Transfer Skills Many children whose first language is not English will have difficulties pronouncing and perceiving some English sounds, such as the /r/ sound for Cantonese, Vietnamese, Hmong, and Korean speakers. Refer to the sound transfer chart in the **Language Transfers Handbook** to identify sounds that do not transfer.

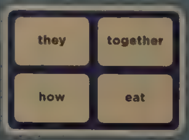
Sound Pronunciation Play the Go Digital audio again for a model of the /n/ and /r/ sounds for additional models.

Go Digital

Phonics

The Alphabet

Teaching Poster



High-Frequency Word Routine

Handwriting

Blend Words with /n/*n*, /r/*r*

① **Model** Display Word-Building Cards *r, a, n*. Model how to blend the sounds together as you run your finger under each letter. *This is the letter* r. *It stands for /r/. This is the letter* a. *It stands for /a/. This is the letter* n. *It stands for /n/. Listen as I blend these sounds together: /rrraaannn/,* ran. *Say it with me.*

Continue by modeling the words *nap, rat,* and *man*.

② **Guided Practice/Practice** Display the Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: */aaannn/. The word is* an. Have children blend each word with you. Complete the remaining lines chorally. Prompt children to read the connected text, sounding out the decodable words.

an	man	ran	pan
at	rat	Pat	Nat
am	ram	Pam	Sam
map	rap	nap	tap

Sam ran.

I can nap.

Also online

Phonics Practice Activity

MINILESSON 5

High-Frequency Words

go, a, has

① **Model** Display the **High-Frequency Word Cards** *go, a,* and *has*. Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *go. This is the word* go. *Say it with me:* go. *We go to the store.*
- **Spell** *The word* go *is spelled* g-o. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* g-o.
- Follow the same steps to introduce the words *a* and *has*. Use these sentences: *He reads a book. She has brown eyes.*

② **Practice** Have children work in pairs to make up sentences using the words.

- Use the same routine to review *I, like, do to you, he,* and *can*.
- Have children read high-frequency words in context using the Start Smart Reader on Your Turn Practice Book page SS9.

Daily Handwriting

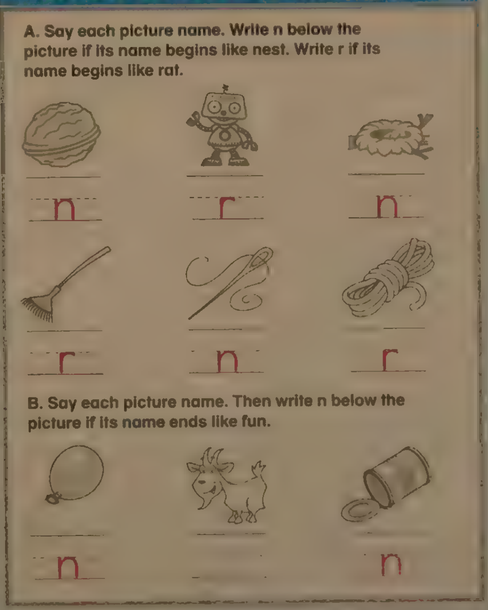
Assess children's handwriting informally by having them write their names and the letters of the alphabet. Have them use Practice Book pages SS5, SS8, and SS12 throughout the week for more targeted practice in writing the letters they are learning. See Handwriting for daily practice and additional information on ball-and-stick or slant models.

ELL

ENGLISH LANGUAGE LEARNERS

Demonstrate Meaning Move to different places in the classroom as you say:, *I go to the door. I go to the window. I go to Sam's desk.* Emphasize *go* as you move to each location. Then ask: *Where do you go?* Call on children to move somewhere in the classroom and answer with the sentence frame *I go to ____.*

ON-LEVEL PRACTICE BOOK p. SS7



A. Say each picture name. Write n below the picture if its name begins like nest. Write r if its name begins like rat.

n r n

r n r

B. Say each picture name. Then write n below the picture if its name ends like fun.

n n

Listening Comprehension

MINILESSON 5

Read the Read Aloud

OBJECTIVES

CCSS Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.2**

CCSS Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. **W.1.1**

ELL

ENGLISH LANGUAGE LEARNERS

Describe Remind children that details give important information. Have children draw pictures of elephants. As they hold up their pictures, have them complete this sentence to give details about elephants: *An elephant has* ______. To provide guidance, point to and name body parts, such as the big ears or long trunk, and have children repeat.

Genre: Informational Text/Nonfiction

Tell children that selections that give facts are called informational text. This is a type of nonfiction. Point out that "Elephants" is informational text. Explain that informational text:

- gives facts about real people, places, animals, or events.
- includes details that give important information.

Introduce Read the title of the selection on the opposite page. Say: *The title of a selection can help us figure out what the selection might be about. I think this selection might give me information about real elephants.*

Strategy: Ask and Answer Questions Remind children that they can stop and ask themselves questions as they listen to the selection. Then they can listen for the answers as you continue to read.

Skill: Details Remind children that details give important information. Tell children that details can describe what something looks like or what something does. Tell children to listen for important details about elephants as you read the selection aloud. Use Teaching Poster 26 to record important details.

Read "Elephants"

Read the first sentence of the selection to children. Explain that you learned an important detail: Elephants are the largest land animals. Say: *I wonder what else I'll learn about elephants. I'll ask myself this question: Do elephants live alone or in groups? Then I'll keep reading to find the answer to my question.*

Continue reading, pausing to have children ask and answer questions about the selection.

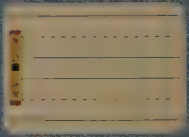
Respond to Literature

COLLABORATE

Talk About It Discuss selection details with children. Ask: *Who leads a group of elephants? Why can elephants walk quietly? What sounds do elephants make? How do elephants protect their babies?* Ask children to share what they think is the most interesting fact they learned about elephants.

Go Digital

"Elephants"



Writing

"Elephants"

Introducing Elephants

African elephants are huge animals—the largest on land. They live in family groups that are led by the oldest female. When a baby is born, all the females help take care of the young elephant. Sisters, aunts, grandmothers, and cousins are all babysitters. The male elephants stay in the family group until they are old enough to leave. Then they go off on their own, or they band together with other males.

Quiet Movement, Loud Sounds

Elephants can walk very quietly. How is it possible for such huge animals to move without making a lot of noise? Elephants have wide feet with a thick pad under their heels. This means they really walk on their toes. Even in a group, elephants can move without much sound. But if a herd gets worked up, the elephants will make plenty of loud noise!

Elephants make all kinds of sounds. They use their trunks to growl, snort, roar, and trumpet. The sounds they make help them communicate with each other. An elephant's sound may mean, "There's water here!" to another elephant. If lions are around, the elephant's sound may mean, "Stay away!" Elephants also make sounds that only other elephants can hear. Elephants from miles away can hear these special sounds.

Elephant Communities

Elephant family groups are on the move a lot, but they travel only as fast as the babies and older elephants can move. Elephants like to rest in the hot part of the day. In the evening they look for water to drink and to bathe in. Because of their large size, elephants can easily scare away animals by charging at them. If baby elephants are threatened, the big elephants make a circle around them. This protects the babies from harm.

Elephants are interesting animals that have lived on Earth for a long, long time. Today many people are working to protect elephants. If we care for them and their land, elephants may be around for years to come.

Interactive Writing

MINILESSON 5

Sentences

Brainstorm

Ask children to tell details about elephants they thought were interesting. Make a list of their ideas. Read the class list with children.

Write

Write and read aloud the sentence starters: *An elephants has ____.* *Elephants can ____.* Have children complete the sentences with ideas from the class list. Write children's sentences. Read the sentences aloud.

ELL

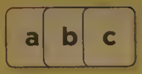
ENGLISH LANGUAGE LEARNERS

Demonstrate Comprehension Write and read aloud the word *quiet*, and have children repeat. Demonstrate the meaning by putting your finger in front of your mouth as you whisper "elephant." Have children repeat. Continue for *loud*. Use your hands to make a megaphone and yell "elephant." As you say *quiet* or *loud*, invite children to make quiet or loud noises. Allow children time to respond.

Materials

High-Frequency Word Cards

I
like
do
to
you
he
can
go
a
has



Word-Building Cards

Photo Cards

Sound-Spelling Cards

Build Background

Oral Language

MINILESSON 5

OBJECTIVES

CCSS Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF.1.1a**

Identify and generate rhyming words

You and I read two stories.
Which story did you like better?
Why did you like the story?

- Track the print as you read the Daily Warm-Up. Then have children echo-read as you read each sentence again.
- Remind children that this week they read "The Three Billy Goats Gruff" and "Elephants." Ask partners to discuss which story they liked better and why.

Go Digital

Phonological Awareness

Concepts of Print

MINILESSON 5

Parts of a Book, Periods, Pronoun *I*

- Hold up a book. Identify the front and back covers. Then point to each cover and ask children: *Which cover is this?*
- Remind children: *A sentence is made up of a group of related words. How many words are in the first Daily Warm-Up sentence?* Circle the period. Explain that telling sentences end with a period. Have children point to words and a period.
- Circle the word *I* in the first sentence and have children read the word aloud. Point out that the word *I* is always capitalized.

Word Work

MINILESSON 5

Phonological Awareness

Rhyme

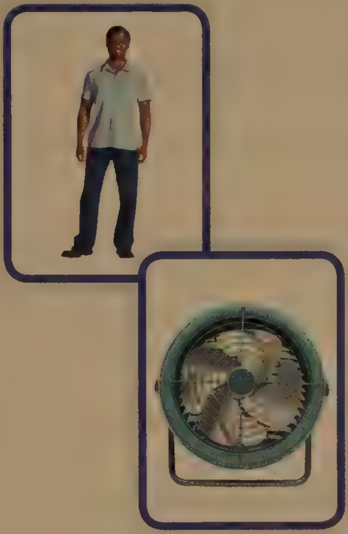


Photo Cards

1. **Model** Use the **Photo Cards** for *man* and *fan* to show children how to identify rhyming words. *Look at these two Photo Cards. I will say the name of each card, then you will repeat the name:* man (point to card), fan (point to card). *The words* man *and* fan *rhyme because they both end in /an/. Listen: /m/ /an/,* man; */f/ /an/,* fan. *Both* man *and* fan *end in /an/. They rhyme. Rhyming words end in the same sounds.*

   Now I will try to make other words that rhyme with man *and* fan. *To do so, I need to think of other words that end in /an/. Listen as I try one: ran, /rrr/ /an/. The word* ran *rhymes with* man *and* fan *because it also ends in /an/:* ran, man, fan.

2. **Guided Practice/Practice** Say each word pair. Ask children to identify which words rhyme and why.

   Listen to these word pairs. If the words rhyme, say the words. I will then ask you why they rhyme. Think about what sounds the two words have in common at the end. If the words don't rhyme, remain silent. Guide practice with the first pair.

   man/ran
   sad/bat
   hat/bat
   map/tap
   sock/lock
   bit/sit
   mat/hop
   run/sun
   hot/hit

   Have children generate words that rhyme with each rhyming pair. *Now listen as I say the words again. Let's think of other words that rhyme with the rhyming pairs.*

Word Work

MINILESSON 5

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Introduce Short *i*

1. **Model** Display the *Insect* **Sound-Spelling Card**. Teach the sound /i/ spelled *i*.

   This is the Insect *Sound-Spelling Card. The sound is /i/. The /i/ sound is spelled with the letter* i. *Say it with me: /iii/. This is the sound at the beginning of the word* insect. *Listen: /iiinsekt/, insect. Watch as I write the letter* i. *I will say /i/ as I write the letter several times.*

2. **Guided Practice/Practice** Have children practice connecting the letter and sound through writing. *Now do it with me. Say /i/ as I write the letter* i. *This time, write the letter* i *five times as you say the /i/ sound.*

Extend with Final Double Letters *ss, tt*

1. **Model** Write and read aloud *miss*. Underline the letters *-ss* at the end of the word. Model how to blend the sounds together as you run your finger under each letter: */mmmiiisss/*. Explain that the last sound is /s/, but it is spelled with two *s*'s instead of one.

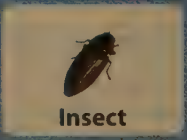
2. **Guided Practice/Practice** Repeat the routine with children with *pass* and *mitt*.

ENGLISH LANGUAGE LEARNERS

Transfer Skills Many children whose first language is not English will have difficulties pronouncing and perceiving some English sounds, such as the /l/ sound for speakers of Vietnamese, Hmong, and Khmer. Refer to the sound transfer chart in the **Language Transfers Handbook** to identify sounds that do not transfer.

Sound Pronunciation Play the Go Digital audio again for a model of the /i/ sound for children needing additional models.

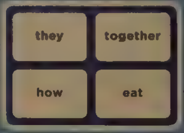
Go Digital



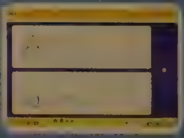
Phonics

The Alphabet

Teaching Poster



High-Frequency Word Routine



Handwriting

Build Fluency: Sound-Spellings

Display **Word-Building Cards** *a, i, m, n, p, r, s, t*. Have children chorally say the sounds. When finished, repeat and vary the pace.

Blend Words with Short *i*

① **Model** Display Word-Building Cards *i, n*. Model how to blend the sounds together as you run your finger under each letter. *This is the letter* i. *It stands for /i/. This is the letter* n. *It stands for /n/. Listen as I blend these sounds together: /iiinnn/,* in. *Say it with me.*

Continue by modeling the words *pin, it,* and *sit*.

② **Guided Practice/Practice** Display the Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: */iiinnn/. The word is* in. Have children blend each word with you. Complete the remaining lines chorally. Prompt children to read the connected text, sounding out the decodable words.

in	pin	tin	
it	pit	sit	sat
rip	tip	nip	nap
pass	miss	mitt	
Tim can sit.			
I see a pin.			

Also online

Phonics Practice Activity

MINILESSON 5

High-Frequency Words

Review

① **Model** Display the **High-Frequency Word Cards** for *I, like, do, to, you, he, can, go, a,* and *has*. Have children Read/Spell/Write each word.

- **Read** Point to and say the word *go. This is the word* go. *Say it with me:* go. *I will go to my desk.*
- **Spell** *The word* go *is spelled* g-o. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* g-o.

Use the routine to review the other words

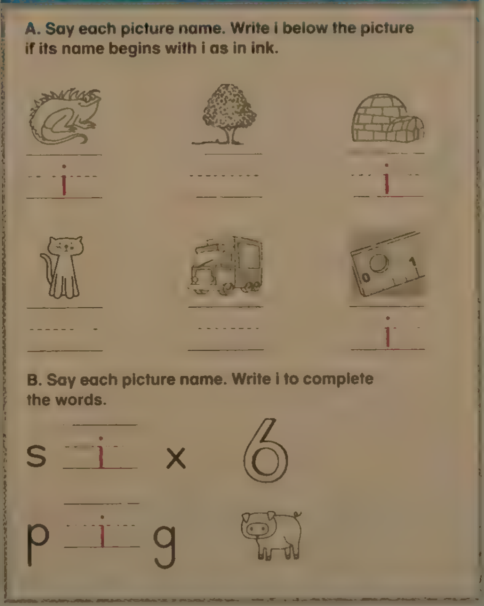
② **Practice** Point to a word and call on a child to Read/Spell/Write it. Challenge them to use the word in a sentence. Then have partners work together to create sentences using as many of the high-frequency words as they can.

ELL

ENGLISH LANGUAGE LEARNERS

Demonstrate Meaning Have children hold up an object, such as a crayon. Say: *Pam has a crayon.* Have children repeat. Continue with other children. Then have partners take turns holding up objects, as the other partner completes the sentence: (*Child's name) has a ____.*

ON-LEVEL PRACTICE BOOK p. SS11



A. Say each picture name. Write i below the picture if its name begins with i as in ink.

i

i

i

B. Say each picture name. Write i to complete the words.

s i x

p i g

Listening Comprehension

MINILESSON 5

Make Connections

OBJECTIVES

CCSS Identify basic similarities in and differences between two texts on the same topic. **RI.1.9**

- Make text connections to self
- Make text connections to the world

Routines

Retellings Retellings allow teachers to monitor comprehension.

→ **Model Retelling** Use the prompts on the first few Retelling Cards to model ret[illegible]

→ **Guide Retelling** Use the remaining cards to guide children's retelling of the selection and important features.

→ **Discuss the Retelling** Have children summarize selection concepts by asking higher-order questions.

Refer to the Professional Development video for more instruction.

Reread "The Three Billy Goats Gruff"

Tell children that as you read, they should listen carefully and try to remember as much of the story as they can. Pause to allow children to ask and answer questions that will help them understand and remember the story: *Why do the Billy Goats Gruff want to cross the river? Why does the troll let the first billy goat cross? Why does the middle billy goat say his brother is following?*

Text to Self

Ask children to think about "The Three Billy Goats Gruff." Guide them to make text-to-self connections: *Have you ever been afraid to do something? How did you get the courage to do it?* Provide help as needed.

Text to World

Guide children to make text-to-world connections about "The Three Billy Goats Gruff." Ask: *Where might you see a bridge? Who would use the bridge and why?* Provide help as needed.

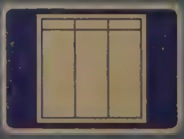
Text to Text

Help children to make connections between "The Three Billy Goats Gruff" and "Elephants." *How are the billy goats like the elephants? How are the billy goats different from the elephants?* Provide help as needed. Then discuss with children the differences between a selection that is a story, like "The Three Billy Goats Gruff," and a selection that gives information, like "Elephants." Guide them in explaining the differences.

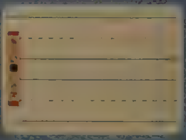
Go Digital

"The Three Billy Goats Gruff"

"Elephants"



Retell



Writing

Independent Writing

MINILESSON 5 Minutes

Sentences

Brainstorm

- Ask children to think of and name animals they like and tell why they like them.
- Make lists of children's ideas. Read the class lists together.

Write

- Write the sentence frames *I like* ____. ____ *can* ____. Have children read them aloud.
- Have each child complete the sentences with ideas on the class lists.
- Have children read aloud their sentences. Write them down for later reference.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Use Visuals Display pictures of a few animals. Ask questions, such as: *Do you like cats or dogs? Show me.* Say the names of the animals children choose, and have them repeat. Then say the completed sentence frames, and have children repeat. Model correct pronunciation as needed.

Intermediate

Demonstrate Comprehension As you complete the sentence frame with ideas from the chart, have partners act out the sentence. Then have partners take turns repeating the sentence and acting it out. Model correct pronunciation as needed.

Advanced/Advanced High

Discuss Have partners describe and discuss animals from the list. Then have partners match each animal to an opinion of why they like the animal. Challenge them to complete the sentence using the animal names and opinions. Elicit more details to support children's answers.

Quick Check

Can children read and decode words with the letter/letter sounds covered this week?

Can children recognize and read the high-frequency words?

START SMART

WHOLE GROUP

DAY 1

Materials

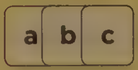
Teaching Poster

High-Frequency Word Cards

this
is

Cc
c ck k
camel

Sound-Spelling Cards



Word-Building Cards

Build Background

MINILESSON 5 Mins

Oral Language

OBJECTIVES

CCSS Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF.1.1a**

Blend words by onset and rime

Let's talk about colors.

What color is grass?

What color is the sun?

- Track the print as you read the Daily Warm-Up. Point to each word and reread to reinforce the speech-to-print connection.
- Have partners ask and answer questions in the Daily Warm-Up. Have them ask and answer questions about other colors they see outside.

Go Digital

Phonological Awareness

MINILESSON 5 Mins

Concepts of Print

Directionality, Return Sweep, First Word Capitalization

- Review: *We read words in sentences from left to right and top to bottom.* Have children finger-point as they echo-read.
- Reread sentences and emphasize the return sweep by moving your finger from the last word in a line to the first word in the next line. Have children model how they go from one sentence to the next. Help them use their fingers to move down the page as they come to the end of the last line.
- Remind children that sentences begin with capital letters. Have them point to the first word in each sentence. Circle the first letters and have children name the letters.

Word Work

MINILESSON 5 Mins

Phonological Awareness

Onset and Rime

1 Model Show children how to blend words by onset and rime. *I am going to say a word in parts. I want you to listen carefully. Then I will put the sounds together to say the word as a whole. Listen: /fff/ /it/. Now listen as I put the sounds together. /fffiiit/, fit. The word is* fit.

Let's try another one: /fff/ /ish/. Listen as I put the sounds together: /fffiiish/, fish. The word is fish.

2 Guided Practice/Practice Have children practice blending onsets and rimes. Guide practice with the first word.

/f/ /an/ /f/ /at/ /f/ /iks/ /f/ /il/ /m/ /ap/
/m/ /at/ /m/ /is/ /m/ /iks/ /s/ /at/ /s/ /ad/
/s/ /ik/ /s/ /ip/ /k/ /at/ /k/ /an/ /d/ /ish/
/d/ /ig/ /h/ /it/ /h/ /at/ /t/ /ip/ /p/ /in/

Collaborative Conversations

Review the Speaking and Listening Checklists from the **Teacher's Resource Online PDF**. Explain that during discussions, children should follow guidelines to make sure they are prepared to actively participate.

Add New Ideas As children engage in partner, small-group, and whole-group discussions, encourage them to:

- stay on topic.
- connect their own ideas to the comments of others.
- look for ways to connect their experiences to the conversation.

Be Open to All Ideas As children engage in partner, small-group, and whole-group discussions, remind them:

- that everyone's ideas are important and should be heard.
- not to be afraid to ask a question if something is unclear.
- to respect the opinions of others.

Monitor children's conversations. Ask children to evaluate their discussions. Are they adding ideas and listening to one another?

Word Work

MINILESSON 5 Minutes

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Introduce /k/c, /f/f

❶ **Model** Display the *Camel* **Sound-Spelling Card**. Teach the sound /k/ spelled *c.*

This is the Camel *Sound-Spelling Card. The sound is /k/. The /k/ sound can be spelled with the letter* c. *Say it with me: /k/. This is the sound at the beginning of the word* camel. *Listen: /k/ /k/ /k/,* camel. *Watch as I write the letter* c. *I will say /k/ as I write the letter several times.*

Repeat with the *Fire* Sound-Spelling Card. Teach the sound /f/ spelled *f.*

This is the Fire *Sound-Spelling Card. The sound is /f/. The /f/ sound is spelled with the letter* f. *Say it with me: /fff/. This is the sound at the beginning of the word* fire. *Listen: /fffīr/,* fire. *Watch as I write the letter* f. *I will say /f/ as I write the letter several times.*

❷ **Guided Practice/Practice** Have children practice connecting the letters and sounds through writing. *Now do it with me. Say /k/ as I write the letter* c. *Say /f/ as I write the letter* f. *This time, write the letter* c *five times as you say the /k/ sound. Write the letter* f *five times as you say /f/.*

Build Fluency: Sound-Spellings

Display **Word-Building Cards** *a, c, f, i, m, n, p, r, s, t.* Have children chorally say the sound for each card. When finished, repeat and vary the pace.

ELL

ENGLISH LANGUAGE LEARNERS

Use Examples Point to an object in the room and say, *"This is a (name of object)."* Have children repeat. Then point to other objects and have children complete the sentence frame: *This is a* _____.

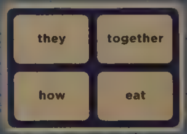
Ask Questions Point to an object in the classroom and ask, *Is it red?* Model how to respond by saying either: *Yes, it is red* or *No, it is not red.* Repeat with other objects, asking questions about the object's color, size, or function. Have children respond chorally.

Go Digital

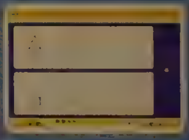
Phonics

The Alphabet

Teaching Poster



High-Frequency Word Routine



Handwriting

Blend Words with /k/c, /f/f

① **Model** Display Word-Building Cards *f, a, n*. Model how to blend the sounds together as you run your finger under each letter. *This is the letter* f. *It stands for /f/. This is the letter* a. *It stands for /a/. This is the letter* n. *It stands for /n/. Listen as I blend these sounds together: /fffaaannn/,* fan. *Say it with me.*

Continue by modeling the words *can, fat,* and *cat*.

② **Guided Practice/Practice** Display the Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: */aaannn/. The word is* an. Have children blend each word with you. Complete the remaining lines chorally. Prompt children to read the connected text, sounding out the decodable words.

an	can	fan	pan
at	cat	fat	mat
in	fin	fit	it
cap	nap	map	man

He has a fan.

A cat can nap.

Also online

Phonics Practice Activity

MINILESSON 5 Mins

High-Frequency Words

this, is

① **Model** Display the **High-Frequency Word Cards** *this* and *is*. Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *is. This is the word* is. *Say it with me:* is. *My shirt is blue.*
- **Spell** *The word* is *is spelled* i-s. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* i-s.
- Follow the same steps to introduce the word *this*. Use this sentence: *This is my dog, Bo.*

② **Practice** Have children work in pairs to make up sentences using the words.

- Use the same routine to review *I, like, do, to, you, he, can, go, a,* and *has*.

Routines

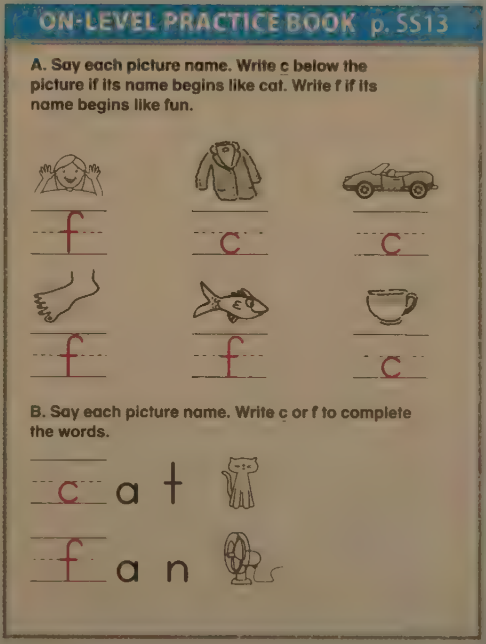
High-Frequency Words

Why High-frequency words are a small group of words, but they account for over half the words in print. Many high-frequency words are irregular and cannot be decoded. To read fluently, children must be able to read high-frequency words quickly and accurately.

How Children need explicit, systematic instruction with high-frequency words.

- The teacher introduces a high-frequency word, puts it in context, and spells it.
- Children read, spell, and write the word. Then they use it in a sentence.
- The teacher displays the high-frequency words on a word wall for reference and review.

ON-LEVEL PRACTICE BOOK p. SS13



A. Say each picture name. Write c below the picture if its name begins like cat. Write f if its name begins like fun.

f c c

f f c

B. Say each picture name. Write c or f to complete the words.

c a t

f a n

Listening Comprehension

MINILESSON 5 Mins

Share the Rhyme

OBJECTIVES

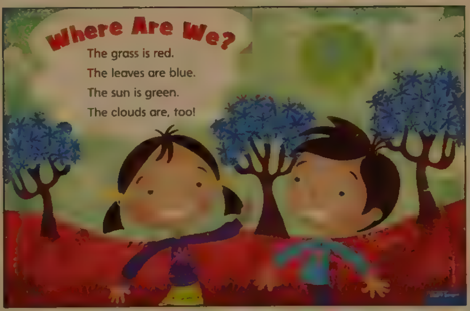
- CCSS Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.2**
- CCSS Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **W.1.2**

Build Background

Talk with children about their favorite places. *If you could make up the perfect place, what would it be like? What would you see there?* Tell children that you are going to read aloud a rhyme about a make-believe place.

Read "Where Are We?"

Read the title and show the illustration on Teaching Poster 8. Then read aloud the rhyme with rhythm and expression, stressing the rhyming words. Explain that rhyming words are words that have the same ending sounds, such as *blue* and *too,* which both end in /ü/. Repeat the reading several times, asking children to join in.


Where Are We?
The grass is red.
The leaves are blue.
The sun is green.
The clouds are, too!

Teaching Poster

Respond

Talk About It Ask how a rhyme is different from a story. Then have children chorally chant the rhyme. Repeat the rhyme and substitute in other objects for grass, leaves, sun, and clouds. Ask what is red, blue, and green in the children's make-believe place. Then reread the rhyme and ask children to supply other object names to describe their own make-believe places.

Go Digital

"Where Are We?"

Shared Writing

MINILESSON 5 Mins

Sentences

Brainstorm

Have children draw pictures of the perfect places they imagined. Then ask children to name objects or places in their drawings.

Make a list of children's responses.

Write

Read the class list together.

Write the sentence frame *This is a* ____. Have children read it aloud as you point to each word.

Have each child complete the sentence with one of the responses on the class list as they point to things in their drawings.

Write children's sentences. Reread the sentences aloud.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Describe Have partners display the pictures they drew. Ask questions, such as, *Is this a tree?* Have children answer: *Yes, this is a* ____. Continue with other questions, such as, *What color is this?* Repeat sentences slowly and clearly to the class.

Intermediate

Demonstrate Comprehension Have partners discuss meanings of words on the class list by pointing to things in their drawings. Then have partners complete the sentence frame. Invite them to share their sentences. Model correct pronunciation as needed.

Advanced/Advanced High

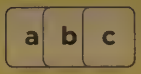
Discuss Pair children and have them discuss descriptions from the list. Ask partners to take turns completing the sentence frame orally. Allow children ample time to respond.

Materials

High-Frequency Word Cards
my
look
little

Oo
o
octopus

Sound-Spelling Cards



Word-Building Cards

Build Background

Oral Language

OBJECTIVES

- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF.1.1a**
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

I know about Jack.
He meets a giant.
What is a giant?

- Track the print as you read the Daily Warm-Up. To reinforce the speech-to-print connection, point to each word as you reread. Emphasize return sweeps. Invite children to chime in.
- Have partners discuss: *What is a giant?* Prompt children as needed. Ask: *Would you like to meet a giant? Why or why not?*

Go Digital

Phonemic Awareness

Concepts of Print

Word Spaces, End Punctuation, Pronoun *I*, Title Page

- Tell children that words in a sentence are separated by spaces. Underline words and mark the space between them in the Daily Warm-Up. Invite volunteers to point to the space between words.
- Review that we always capitalize the word *I*. Review that telling sentences end with a period.
- Open to the title page of a classroom book. *This is the title page.* Read aloud the book title and author's name. *A title page has the name of the book and the name of the author. Where is the title page located?*

Word Work

MINILESSON 5 Mins

Phonemic Awareness

Phoneme Isolation

① **Model** Show children how to isolate initial and final /d/. Emphasize the sound as you say the word, especially in the final position. *I am going to say a word and then say the first, or beginning, sound in the word. Listen:* dog. *The beginning sound in* dog *is /d/. Say the sound with me: /d/. Notice how my lips are apart and slightly pushed out when I say /d/.*

Now listen to the last, or ending, sound in a word. Listen: sad. *The ending sound in* sad *is /d/. Say the sound with me: /d/.*

Repeat with the /h/ sound using the words *hat* and *him*.

② **Guided Practice/Practice** Have children practice isolating initial and final sounds. *Listen to these words. Say the first, or beginning, sound you hear.*

duck nose horse door hop nice

Now say the last, or ending, sound you hear in these words.

sit run map bed fan read

Word Work

MINILESSON 5 Mins

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Apply phonics when decoding words with short *o*

ENGLISH LANGUAGE LEARNERS

Transfer Skills Many children whose first language is not English find it difficult to pronounce and perceive some English sounds. Refer to the sound transfer chart in the **Language Transfers Handbook** to identify sounds that do not transfer.

Sound Pronunciation Play the Go Digital audio again for a model of the /o/ sound for children needing additional models.

Introduce Short *o*

① **Model** Display the *Octopus* **Sound-Spelling Card**. Teach the sound /o/ spelled *o*.

This is the Octopus *Sound-Spelling Card. The sound is /o/. The /o/ sound is spelled with the letter* o. *Say it with me: /ooo/. This is the sound at the beginning of the word* octopus. *Listen: /ooo/,* octopus. *Watch as I write the letter* o. *I will say /o/ as I write the letter several times.*

② **Guided Practice/Practice** Have children practice connecting the letter and sound through writing. *Now do it with me. Say /o/ as I write the letter* o. *This time, write the letter* o *five times as you say the /o/ sound.*

Build Fluency: Sound-Spellings

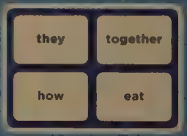
Display **Word-Building Cards** *a, c, f, i, m, n, o, p, r, s, t.* Have children chorally say the sound for each card. When finished, repeat and vary the pace.

Go Digital

Phonics

The Alphabet

Teaching Poster



High-Frequency Word Routine

Handwriting

Blend Words with Short *o*

❶ **Model** Display **Word-Building Cards** *o, n.* Model how to blend the sounds together as you run your finger under each letter. *This is the letter* o. *It stands for /o/. This is the letter* n. *It stands for /n/. Listen as I blend these sounds together: /ooonnn/,* on. *Say it with me.*

Continue by modeling the words *mop, top,* and *not.*

❷ **Guided Practice/Practice** Display the Phonics Practice Activity. Read each word in the first row, blending the sounds, for example: */ooonnn/. The word is* on. Have children blend each word with you. Complete the remaining lines chorally. Prompt children to read the connected text, sounding out the decodable words.

on	mop	top	tap
not	pot	cot	cat
in	an	am	at
fan	fin	map	mop

I can do a lot.

I am on top.

Also online

Phonics Practice Activity

MINILESSON 5

High-Frequency Words

my, look, little

❶ **Model** Display the **High-Frequency Word Cards** *my, look* and *little.* Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *my. This is the word* my. *Say it with me:* my. *My hair is brown.*
- **Spell** *The word* my *is spelled* m-y. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* m-y.
- Follow the same steps to introduce the words *look* and *little.* Use these sentences: *Look at my new hat! The cat is little.*

❷ **Practice** Have children work in pairs to make up sentences using the words.

- Use the same routine to review *I, like, do, to, you, he, can, go, a, has, this,* and *is.*
- Have children read high-frequency words in context using the Start Smart Reader on Your Turn Practice Book page SS15.

Daily Handwriting

Assess children's handwriting informally by having them write their names and the letters of the alphabet. Have them use Practice Book pages SS17, SS20, and SS24 throughout the week for more targeted practice in writing the letters they are learning. See Handwriting for daily practice and additional information on ball-and-stick or slant models.

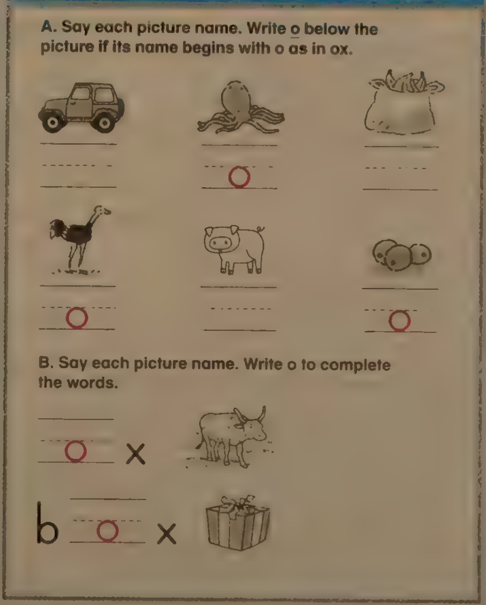
ELL

ENGLISH LANGUAGE LEARNERS

Use Examples Arrange pairs of big and little objects. Point to each object in a pair and say, *The ____ is big. The ____ is little.* Have children repeat the sentences.

Ask Questions Point to a child's shoe and say: *Is this your shoe?* Have children say, *This is my shoe.* Continue with *hand, hair,* and so on.

ON-LEVEL PRACTICE BOOK p. SS14



A. Say each picture name. Write o below the picture if its name begins with o as in ox.

o

o

o

B. Say each picture name. Write o to complete the words.

o x

b o x

Listening Comprehension

Read the Read Aloud

OBJECTIVES

CCSS Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.2**

CCSS Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **W.1.2**

Genre: Fiction

Tell children that made-up stories are called fiction. Point out that "Jack and the Beanstalk" is fiction. Explain that fiction stories:

- tell about things that did not really happen.
- have a beginning, a middle, and an end.
- have characters.

Introduce Read the title of the story on the opposite page. Say: *The title of a story can help us figure out what the story might be about. I think this story might be about a boy named Jack and his beanstalk.* If necessary, explain that a beanstalk is a plant that beans grow on.

Strategy: Reread Tell children that rereading can help them understand a story. Explain that as they listen to you read, they can ask you to stop, go back, and reread to help them understand the story.

Skill: Details Remind children that details give important information about a story. Tell children that some details tell about people or animals in the story and other details give information about what is happening. Tell children to listen for important details as you read the story aloud. Use Teaching Poster 26 to record the details.

Read "Jack and the Beanstalk"

Read the first six paragraphs of the story to children. Reread as necessary to help children recall details. If needed, ask questions, such as: *Who is the story about? What does Jack sell? What does he get? What happens to the beans?* Continue reading, pausing to reread as necessary to help children recall the details.

Respond to Literature

Talk About It Discuss story details with children. Ask: *Who lives at the top of the beanstalk? What does Jack take from them? Why does Jack chop down the beanstalk?* Ask children to discuss whether they think Jack was right to take the gold, the hen, and the harp.

ENGLISH LANGUAGE LEARNERS

Demonstrate Listening Reread the first sentence of the story. Ask: *Who lives in a cottage, or little house?* Help children respond: ___ *live in a cottage.* Continue to reread a few other sentences, one at a time, to ask about details, and to help children form responses. Repeat correct answers slowly and clearly to the class.

Go Digital

"Jack and the Beanstalk"

"Jack and the Beanstalk"

Long ago, a boy named Jack lived with his mother in a tiny cottage. One day, his mother asked him to sell their cow. So Jack took the cow to market, where he met a farmer.

"Sell me your cow for these beans," said the farmer.

"I cannot sell our cow for beans!" replied Jack.

"These are special beans," said the farmer. "Plant them, and stalks will grow to the sky!"

So Jack sold the cow for the beans. However, when he returned home, his mother was furious and tossed the beans out the window.

The next morning, Jack saw an enormous beanstalk that reached past the clouds! He climbed the beanstalk and saw a huge house at the top. Two giants, a man and woman, were eating breakfast. The man sniffed the air and said,

> Fee-fum-fo-fi,
> Someone's come into the sky!

"Nonsense," said his wife. Then they fell asleep.

The man had many bags of gold around him. Quietly, Jack took one bag and climbed down the beanstalk. When his mother saw the gold, she was thrilled.

After a while, they spent all the gold. So Jack climbed the beanstalk again. This time, he saw the giants with a hen.

The man said, "Lay!" and the hen laid a golden egg! The man sniffed the air and said,

> Fee-fum-fo-fi,
> Someone's here with you and I!

"Nonsense," said his wife. Then they fell asleep.

Quietly, Jack took the hen and climbed down the beanstalk. His mother loved the hen that laid golden eggs!

Time passed, and Jack returned to the giants' house. This time, the giants had a golden harp. When the woman said, "Sing!" the harp sang beautifully! While they napped, Jack took the harp. However, the giant man woke up!

Jack raced down the beanstalk. The giant followed, but Jack was faster. When he got home, Jack took his ax and chopped down the beanstalk. The giant crashed down through the earth and was never seen again!

Jack and his mother lived happily ever after, selling golden eggs and listening to their harp.

Shared Writing

MINILESSON 5

Sentences

Brainstorm

Ask partners to name things from "Jack and the Beanstalk." Then ask them to describe them. Make a list of their ideas.

Write

Write and read aloud the sentence starter *The* _____ *is* _____. Have children read it aloud as you point to each word. Have each child complete the sentence with ideas from the class list.

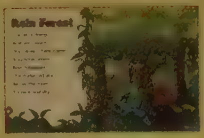
Write children's sentences. Reread the sentences.

ELL

ENGLISH LANGUAGE LEARNERS

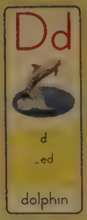
Use Visuals Write and read aloud *gold* and *golden*. Have children repeat. Display a picture of gold. Say: *This is gold*. Have children repeat. Then display an object or picture of an object that is golden. Say: *This is a golden* _____. Have children repeat. Model correct pronunciation as needed.

Materials

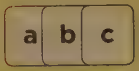


Teaching Poster

High-Frequency Word Cards
where
here



Sound-Spelling Cards



Word-Building Cards

Build Background

Oral Language

OBJECTIVES

CCSS Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF.1.1a**

CCSS Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **RF.1.2**

Segment words by syllables

What is a rain forest?
We will read about it.
We will find out!

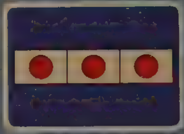
- Track the print as you read the Daily Warm-Up. Read the sentences again, and invite children to chime in.
- Have partners brainstorm answers to the question, *What is a rain forest?* Have them draw pictures to show their ideas.

Concepts of Print

Print-to-Speech Match, Word Length, Sentence Boundaries

- Have children practice speech-to-print matching. Ask volunteers to track the print as you reread the Daily Warm-Up. Guide them to point to each word as you say it.
- Point out that some words are longer and some are shorter. Underline *out* and *forest*. Help children count the letters in each word and compare lengths.
- Remind children that sentences are groups of words. *A sentence begins with a capital letter and ends with a punctuation mark.* Have children circle the capital letter at the beginning of each first word and the punctuation mark at the end of each sentence.

Go Digital



Phonological Awareness

Word Work

MINILESSON 5

Phonological Awareness

Syllable Segmentation

❶ **Model** Show children how to segment a word into syllables. Then model how to count the syllables in a word. *I am going to say a word. Then I will clap the syllables, or word parts, that I hear. Remember that each syllable has only one vowel sound. Listen:* basket: *bas* (clap) *ket* (clap). *The word* basket *has two syllables, or word parts.*

Clap the syllables with me as we say the word basket: *bas* (clap) *ket* (clap). *You clapped two times because* basket *has two syllables.*

❷ **Guided Practice/Practice** Have children segment each word into syllables and count the number of syllables. If any children struggle, have them place their hands underneath their chins. Tell them that as they say a new word, a new syllable happens every time their chin drops.

Listen to these words. Clap the syllables in each word. Count how many syllables you hear.

basketball (3)
yesterday (3)
potato (3)
Monday (2)
desk (1)
California (4)
silly (2)
chalkboard (2)
cafeteria (5)
tomorrow (3)
rhinoceros (4)
tumble (2)

Word Work

MINILESSON 5

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

ELL

ENGLISH LANGUAGE LEARNERS

Transfer Skills Many children whose first language is not English will have difficulties pronouncing and perceiving some English sounds. Refer to the sound transfer chart in the **Language Transfers Handbook** to identify sounds that do not transfer.

Sound Pronunciation Play the Go Digital audio again for a model of the /d/ and /h/ sounds for children needing additional models.

Introduce /d/*d*, /h/*h*

❶ **Model** Display the *Dolphin* **Sound-Spelling Card**. Teach the sound /d/ spelled *d*.

This is the Dolphin *Sound-Spelling Card. The sound is /d/. The /d/ sound is spelled with the letter* d. *Say it with me: /d/. This is the sound at the beginning of the word* dolphin. *Listen: /d/ /d/ /d/,* dolphin. *Watch as I write the letter* d. *I will say /d/ as I write the letter several times.*

Repeat with /h/ spelled *h*. Use the *Hippo* Sound-Spelling Card.

This is the Hippo *Sound-Spelling Card. The sound is /h/. The /h/ sound is spelled with the letter* h. *Say it with me: /h/. This is the sound at the beginning of the word* hippo. *Listen: /h/ /h/ /h/,* hippo. *Watch as I write the letter* h. *I will say /h/ as I write the letter several times.*

❷ **Guided Practice/Practice** Have children practice connecting the letters and sounds through writing. *Now do it with me. Say /d/ as I write the letter* d. *Say /h/ as I write the letter* h. *This time, write the letter* d *five times as you say the /d/ sound. Write the letter* h *five times as you say /h/.*

Extend With Final /z/*s*

❶ **Model** Write and read aloud *is* and *his*. Underline the letter *-s* at the end of each word. Model how to blend the sounds together as you run your finger under each letter: /iiizzz/, /hiiizzz/. Explain that sometimes the letter *s* at the end of a word has the /z/ sound.

❷ **Guided Practice/Practice** Repeat the routine with children with *as* and *has*.

Build Fluency: Sound-Spellings

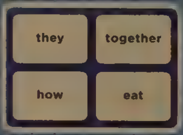
Display **Word-Building Cards** *a, c, d, f, h, i, m, n, o, p, r, s, t*. Have children chorally say the sound for each card. When finished, repeat and vary the pace.

Go Digital

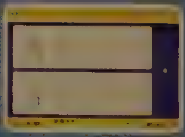
Phonics

The Alphabet

Teaching Poster



High-Frequency Word Routine



Handwriting

Blend Words with /d/*d*, /h/*h*

1 Model Display **Word-Building Cards** *h, a, d*. Model how to blend the sounds together as you run your finger under each letter. *This is the letter* h. *It stands for /h/. This is the letter* a. *It stands for /a/. This is the letter* d. *It stands for /d/. Listen as I blend these sounds together: /haaad/,* had. *Say it with me.*

Continue by modeling the words *dad*, *hip*, and *dip*.

2 Guided Practice/Practice Display the Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: */diiid/. The word is* did. Have children blend each word with you. Complete the remaining lines chorally. Prompt children to read the connected text, sounding out the decodable words.

did	hid	hip	dip
dad	sad	ham	him
an	ran	fan	Dan
hat	hit	hot	dot
I see him.			
Can Dan?			

Also online

Phonics Practice Activity

MINILESSON 5

High-Frequency Words

where, here

1 Model Display the **High-Frequency Word Cards** *where* and *here*. Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *where. This is the word* where. *Say it with me:* where. *Where is my pencil?*
- **Spell** *The word* where *is spelled* w-h-e-r-e. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* w-h-e-r-e.
- Follow the same steps to introduce the word *here*. Use this sentence: *Here it is!*

2 Practice Have children work in pairs to make up sentences using the words.

- Use the same routine to review *I, like, do, to, you, he, can, go, a, has, this, is, my, look,* and *little.*

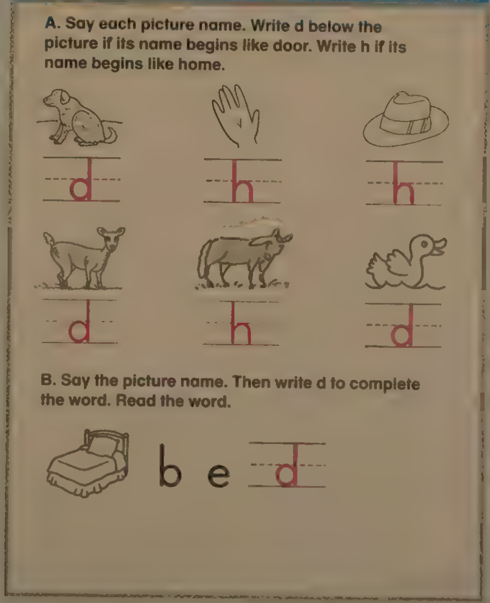
ELL

ENGLISH LANGUAGE LEARNERS

Ask Questions Ask children questions using the word *where. Where do we keep the art supplies? Where do you like to play?* Then have partners take turns asking each other questions beginning with *where*.

Explain The word *here* tells about a place where we are. Say: *You are there. I am here.* Have children repeat.

ON-LEVEL PRACTICE BOOK p. SS18



A. Say each picture name. Write d below the picture if its name begins like door. Write h if its name begins like home.

d h h

d h d

B. Say the picture name. Then write d to complete the word. Read the word.

b e d

Listening Comprehension

MINILESSON 5

Share the Rhyme

OBJECTIVES

CCSS Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.2**

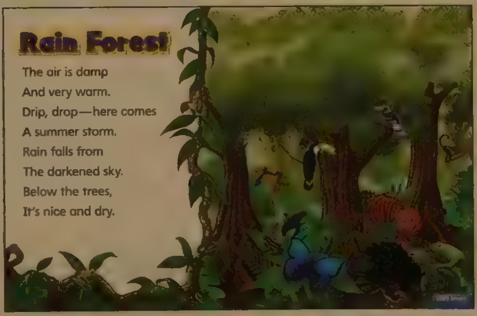
CCSS Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **W.1.2**

Build Background

Talk with children about rain forests. Ask if they think it rains a lot in a rain forest. Have them tell what animals they might see there. Then tell them you are going to read aloud a rhyme about a rain forest and what happens when it rains there.

Read "Rain Forest"

Read the title and show the illustration on Teaching Poster 9. Then read aloud the rhyme with rhythm and expression, stressing the rhyming words. Explain that rhyming words are words that have the same ending sounds, such as *sky* and *dry*, which both end in /ī/. Repeat the reading several times, asking children to join in.



Rain Forest

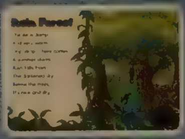
The air is damp
And very warm.
Drip, drop—here comes
A summer storm.
Rain falls from
The darkened sky.
Below the trees,
It's nice and dry.

Teaching Poster

Respond

Talk About It Ask how this rhyme is different from a story. Then have children chorally chant the rhyme. Ask what words help children imagine that they can hear the rain. (*drip, drop*) Ask children why it's nice and dry below the trees during the summer storm.

Go Digital



"Rain Forest"

Interactive Writing

MINILESSON 5

Sentences

Brainstorm

Ask children to name places where they like to go. Make a list of children's responses. Then ask them to name words that describe each place. Add the describing words to the chart. Read the words with children.

Write

Write the question *Where do you like to go?* Then write the sentence frame *I like to go to* ____. *It is* ____. Have children read it aloud as you point to each word. Have each child complete the sentence with words from the class list. Write children's sentences. Share the pen. Reread the sentences.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Describe Pair children. Have partners draw pictures of places named on the list. As they display their pictures, ask questions using descriptive words from the list, such as *Is the place* ____ ____*?* Guide children to answer: *Yes. The* ____ *is* ____. Allow children ample time to respond.

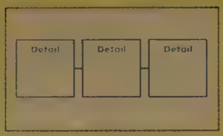
Intermediate

Describe Pair children. As you name a place and its descriptive word from the list, have partners repeat the words and use them to orally complete the sentence frame. Repeat correct answers slowly and clearly to the class. Then ask children to draw a picture of the place. Repeat for other places on the list.

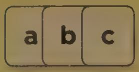
Advanced/Advanced High

Demonstrate Comprehension Pair children and have them take turns completing the sentence frame orally with words from the list. Model correct pronunciation as needed.

Materials



Teaching Poster



Word-Building Cards

High-Frequency Word Cards

play
the
we

Sound-Spelling Cards

Build Background

Oral Language

OBJECTIVES

CCSS Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF.1.1a**

CCSS Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **RF.1.2b**

> "Look at the frog," I said.
> "It has red eyes!"
> "Is it a tree frog?"

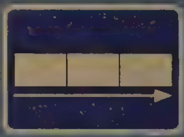
- Track the print as you read the Daily Warm-Up. To reinforce the speech-to-print connection, point to each word as you read the sentences again. Invite children to chime in.
- Have partners talk about frogs. Ask where they might see frogs and what frogs look like. Then ask what they think a tree frog is.

Concepts of Print

Sentence Boundaries, End Punctuation, Quotation Marks, Title Page

- Remind children that a sentence begins with a capital letter and ends with a punctuation mark. Have children point to the first and last words in each Daily Warm-Up sentence. Then have them circle the first letter and the end punctuation mark of each sentence.
- Circle the quotation marks in the first sentence. *Quotation marks tell the exact words that someone says.*
- Open to the title page of a classroom book. *This page has the name of the book and the author.* Point to and read aloud the book title and author's name. *Where is the title page in the book?*

Go Digital



Phonemic Awareness

Word Work

MINILESSON 5

Phonemic Awareness

Phoneme Blending

❶ **Model** Show children how to blend words phoneme by phoneme. Begin with words containing only two phonemes, or sounds. Progress to words containing three sounds.

I am going to say a word sound by sound. Then I will put the sounds together to say the word as a whole. Listen carefully. The beginning sound is /e/. The ending sound is /g/. Listen as I put the sounds together: /eeeg/, egg. *The word is* egg.

Let's try another one. The beginning sound is /m/. The middle sound is /e/. The ending sound is /n/. Listen as I put the sounds together: /mmmeeennn/, men. *The word is* men.

❷ **Guided Practice/Practice** Have children practice blending words. Guide practice with the first word. The first set contains words that begin with continuous sounds. These will be easier for many children to blend. The second set contains words that begin with stop sounds.

Listen to these sounds. Put them together to make a word.

/a/ /t/
/a/ /n/
/s/ /a/ /k/
/m/ /e/ /t/
/s/ /a/ /t/
/f/ /a/ /n/
/m/ /o/ /p/
/s/ /e/ /t/
/m/ /a/ /t/
/m/ /a/ /n/
/m/ /a/ /p/
/l/ /e/ /t/

/d/ /a/ /d/
/p/ /e/ /n/
/b/ /a/ /d/
/t/ /e/ /n/
/b/ /a/ /g/
/d/ /e/ /n/

Word Work

MINILESSON 5

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Apply phonics when decoding words with short *e*

Introduce Short *e*

① **Model** Display the *Egg* **Sound-Spelling Card**. Teach the sound /e/ spelled *e*.

This is the Egg *Sound-Spelling Card. The sound is /e/. The /e/ sound is spelled with the letter* e. *Say it with me: /eee/. This is the sound at the beginning of the word* egg. *Listen: /eeeg/,* egg. *Watch as I write the letter* e. *I will say /e/ as I write the letter several times.*

② **Guided Practice/Practice** Have children practice connecting the letter and sound through writing. *Say /e/ as I write the letter* e. *This time write the letter* e *five times as you say the /e/ sound.*

Build Fluency: Sound-Spellings

Display **Word-Building Cards** *a, c, d, e, f, h, i, m, n, o, p, r, s, t*. Have children chorally say the sound for each card. When finished, repeat and vary the pace.

Blend Words with Short *e*

① **Model** Display Word-Building Cards *m, e, n*. Model how to blend the sounds together as you run your finger under each letter. *This is the letter* m. *It stands for /m/. This is the letter* e. *It stands for /e/. This is the letter* n. *It stands for /n/. Listen as I blend these sounds together: /mmmeeennn/,* men. *Say it with me.*

Continue by modeling the words *met, hen,* and *ten*.

② **Guided Practice/Practice** Display the Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: */eeed/. The word is* Ed. Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

Ed	red	fed	Ted
met	mat	pet	pot
net	not	men	man
set	sat	pin	pen

The hen is red.

I like my pet cat. Also online

Phonics Practice Activity

ELL

ENGLISH LANGUAGE LEARNERS

Transfer Skills Many children whose first language is not English will have difficulties pronouncing and perceiving some English sounds. Refer to the sound transfer chart in the **Language Transfers Handbook** to identify sounds that do not transfer.

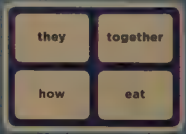
Sound Pronunciation Play the Go Digital audio again for a model of the /e/ sound for children needing additional models.

Go Digital

Phonics

The Alphabet

Teaching Poster



High-Frequency Word Routine

Handwriting

MINILESSON 5

High-Frequency Words

play, the, we

① **Model** Display the **High-Frequency Word Cards** *play, the,* and *we*. Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *play. This is the word* play. *Say it with me:* play. *Will you play with me?*
- **Spell** *The word* play *is spelled* p-l-a-y. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* p-l-a-y.
- Follow the same steps to introduce the words *the* and *we*. Use these sentences: *The book is mine. We walk to school.*

② **Practice**

- Have children work in pairs to make up sentences using the words.
- Use the same routine to review *I, like, do, to, you, he, can, go, a, has, this, is, my, look, little, where,* and *here.*
- Have children read high-frequency words in context using the Start Smart Reader on Your Turn Practice Book page SS21.

Daily Handwriting

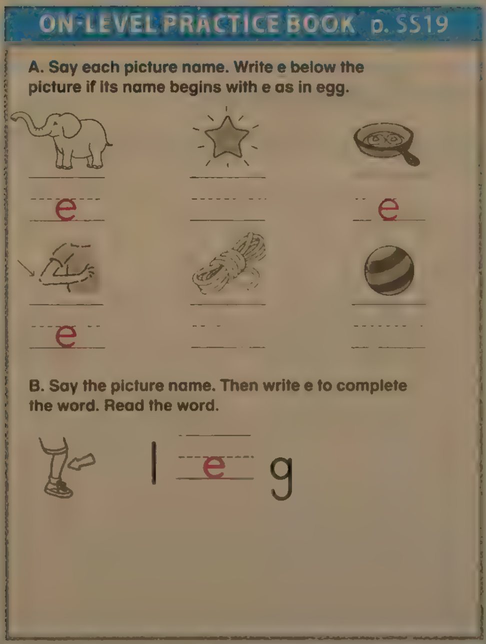
Assess children's handwriting informally by having them write their names and the letters of the alphabet. Have them use Practice Book pages SS17, SS20, and SS24 throughout the week for more targeted practice in writing the letters they are learning. See Handwriting for daily practice and additional information on ball-and-stick or slant models.

ELL

ENGLISH LANGUAGE LEARNERS

Use Examples Point to items around the room and say, "the book, the desk, the pen," etc. Help children say a sentence about each item, such as, *The book is blue.*

Describe Actions Ask children to perform actions with you. Describe your actions: *We can stand. We can sit. We can jump.* Have children echo.



ON-LEVEL PRACTICE BOOK p. SS19

A. Say each picture name. Write e below the picture if its name begins with e as in egg.

e

e

e

B. Say the picture name. Then write e to complete the word. Read the word.

l e g

Listening Comprehension

MINILESSON 5

Read the Read Aloud

OBJECTIVES

CCSS Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.2**

CCSS Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **W.1.2**

Genre: Informational Text/Nonfiction

Tell children that selections that give facts are called informational text. This is a type of nonfiction. Point out that "Let's Explore!" is informational text. Explain that informational text:

- gives facts about real people, places, animals, or events.
- includes details that give important information.

Introduce Read the title of the selection on the opposite page. Say: *The title of a selection can help us figure out what the selection might be about. I think we will explore, or find out more about, something or some place in this selection. Let's read to find out what we will explore.*

Strategy: Reread Remind children that rereading can help them understand details in a text. Explain that as they listen to you read, they can ask you to stop, go back, and reread to help them remember or understand details.

Skill: Details Remind children that details give important information. Tell children that details can describe a place and what grows or lives in that place. Tell children to listen for important details about places as you read the selection aloud. Use Teaching Poster 26 to record important details.

Read "Let's Explore!"

Read the Prairie section to children. Reread as necessary to help children recall details. If needed, ask questions, such as: *What is the land in a prairie covered with? Is the summer hot or cold? Do wheat and corn grow in a prairie? What animals live there?* Continue reading, pausing to reread as necessary to help children recall the details.

Respond to Literature

Talk About It Discuss selection details with children. Ask: *What three places did we explore? What is one important detail you learned about each place? Which place would you like to visit? Why?*

ELL

ENGLISH LANGUAGE LEARNERS

Use Visuals Display a picture of a prairie, the tundra, or a rain forest. Have children look for details in the picture. To share details, ask them to complete this sentence: *This is a ____.* Point to what is seen. Then repeat correct answers slowly and clearly to the class.

Go Digital

"Let's Explore!"

"Let's Explore!"

Plants and animals make their homes in many different places. Let's explore some of them.

Prairie

Picture a land covered in grass. There is grass all around. In some places, the grass is as tall as a person!

The weather is usually hot in summer and cold in winter. The tall-grass prairie has good soil and gets enough rain for plants, such as wheat and corn, to grow. Many animals live in the prairie. There are birds, insects, and mammals, such as rabbits, foxes, deer, and prairie dogs.

Prairie dogs aren't dogs. They're actually ground squirrels that live in underground homes. They're called dogs because they make barking sounds!

Tundra

Now imagine a place that's cold and frozen most of the time. There is ice and snow for miles around. The word *tundra* means "treeless land."

Although the tundra is treeless, plants grow there. In summer, the top layer of the tundra melts. Pools of water form, and shrubs and grass grow. Few animals live in the tundra because it's so cold. However, reindeer, Arctic foxes, polar bears, and snowy owls make their homes there.

Many animals hibernate during the long, cold winter. During the short, cool summer, they give birth to their young. Living in the tundra is hard, but some animals manage to survive in this cold land.

Rain Forests

Birds squawk, monkeys screech, and tree frogs call. The air is hot. It is raining. Tall trees soar high above your head. You're in a rain forest.

A rain forest grows in layers. The bottom layer is the forest floor. Many animals live there, especially insects. Above the forest floor, shrubs and small trees grow. The next layer, near the top, is a leafy green canopy of treetops. This canopy is filled with more animals. Finally, giant trees tower over the whole forest.

Rain forests grow all over the world and have more kinds of trees than any other place on Earth. Millions of animals live there, such as colorful butterflies and birds, as well as monkeys, snakes, and jaguars.

Interactive Writing

MINILESSON 5

Sentences

Brainstorm

Ask children to name plants and animals. Have them say descriptive words for each plant and animal. Guide them to list the plants and animals and descriptive words. Share the class lists with children.

Write

Write and read aloud the sentence frames *The (name of plant/animal) is* ____. *It has* ____. Have each child complete the sentences with ideas from the class list.

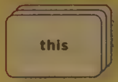
Write children's sentences. Read the sentences aloud.

ELL

ENGLISH LANGUAGE LEARNERS

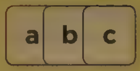
Demonstrate Comprehension
Write and read aloud the words *hot* and *cold*. Display pictures of a hot sun and a fire. Say: *The* ____ *is hot*. Have children repeat. Then have them name or draw other things that are hot. Repeat for *cold*. Use pictures of snow and ice cubes. Repeat answers slowly and clearly to the class.

Materials



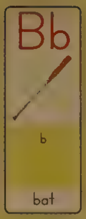
High-Frequency Word Cards

this
is
my
look
little
where
here
play
the
we



Word-Building Cards

Photo Cards



Sound-Spelling Cards

Build Background

MINILESSON 5

Oral Language

OBJECTIVES

CCSS Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF.1.1a**

Identify and generate rhyming words

> Jack saw a giant!
> Prairie dogs are *not* dogs!
> Hmmm...

- Track the print as you read the Daily Warm-Up. Then have children echo-read as you read each sentence again.
- Remind children that they read "Jack and the Beanstalk" and "Let's Explore!" Ask: *What surprised you when you heard the selections?*

MINILESSON 5

Concepts of Print

Sentences, Italics, Repetition of Letters

- Remind children that a sentence is made up of a group of related words and that it starts with a capital letter and ends with a punctuation mark.
- Circle the word *not*. Point out that the word is in italics. Then circle the *m's* in *Hmmm*. Point out the repeated letters at the end of the word. Point out some words that are written differently are words you read in a special way. Underline the ellipsis. Explain that three dots mean there is a pause or there is more to come.

Go Digital

Phonological Awareness

Word Work

MINILESSON 5

Phonological Awareness

Rhyme

Photo Cards

① **Model** Use the **Photo Cards** for *mop* and *top* to show children how to identify rhyming words. Then model how to generate rhyming words. *Look at these two Photo Cards. I will say the name of each card, then you will repeat the name:* mop (point to card), top (point to card). *The words* mop *and* top *rhyme because they both end in /op/. Listen /m/ /op/,* mop; */t/ /op/,* top. *Both* mop *and* top *end in /op/. So, they rhyme. Rhyming words end in the same sounds.*

Now I will try to make other words that rhyme with mop *and* top. *To do so, I need to think of words that end in /op/. Listen as I try one: /h/ /op/,* hop. *The word* hop *rhymes with* mop *and* top *because it also ends in /op/.* Mop, top, hop.

② **Guided Practice/Practice** Say each word pair. Ask children to identify if the words rhyme and tell how they know. Guide practice with the first pair.

Listen to these word pairs. If the words rhyme, say the words. I will then ask you why they rhyme. Think about what sounds the two words have in common at the end.

not/lot
dot/hot
rod/red
rob/job
bag/pig
bit/sit
mop/cat
sock/lock
sad/mad

Guide children to generate additional words that rhyme with each rhyming pair. *Now listen as I say the words again. Let's think of other words that rhyme with the words.*

Word Work

MINILESSON 5

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Introduce /b/*b*, /l/*l*

❶ **Model** Display the *Bat* **Sound-Spelling Card**. Teach the sound /b/ spelled *b*.

This is the Bat *Sound-Spelling Card. The sound is /b/. The /b/ sound is spelled with the letter* b. *Say it with me: /b/. This is the sound at the beginning of the word* bat. *Listen: /b//b/ /b/,* bat. *Watch as I write the letter* b. *I will say /b/ as I write the letter several times.*

Repeat with /l/ spelled *l*. Use the *Lemon* Sound-Spelling Card.

This is the Lemon *Sound-Spelling Card. The sound is /l/. The /l/ sound is spelled with the letter* l. *Say it with me: /l/. This is the sound at the beginning of the word* lemon. *Listen: /l/ /l/ /l/,* lemon. *Watch as I write the letter* l. *I will say /l/ as I write the letter several times.*

❷ **Guided Practice/Practice** Have children practice connecting the letters and sounds through writing. *Now do it with me. Say /b/ as I write the letter* b. *Say /l/ as I write the letter* l. *This time, write the letter* b *five times as you say the /b/ sound. Write the letter* l *five times as you say /l/.*

Extend With Final Double Letters *ll*

❶ **Model** Write and read aloud *fell*. Underline the letters *-ll* at the end of the word. Model how to blend the sounds together as you run your finger under each letter: */fffeeelll/*. Explain that the last sound is /l/, but it is spelled with two *l*'s instead of one.

❷ **Guided Practice/Practice** Repeat the routine with children with *bell, tell, sell, fill, hill,* and *pill.*

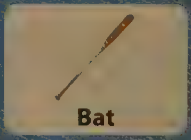
ELL

ENGLISH LANGUAGE LEARNERS

Transfer Skills Many children whose first language is not English will have difficulties pronouncing and perceiving some English sounds, such as the /l/ sound for Khmer speakers. Refer to the sound transfer chart in the **Language Transfers Handbook** to identify sounds that do not transfer.

Sound Pronunciation Play the Go Digital audio again for a model of the /b/ and /l/ sounds for children needing additional models.

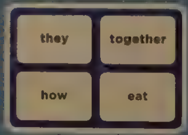
Go Digital



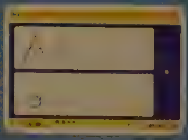
Phonics

The Alphabet

Teaching Poster



High-Frequency Word Routine



Handwriting

Build Fluency: Sound-Spellings

Display **Word-Building Cards** *a, b, c, d, e, f, h, i, l, m, n, o, p, r, s, t.* Have children chorally say the sounds. Repeat and vary the pace.

Blend Words with /b/*b*, /l/*l*

❶ **Model** Display Word-Building Cards *l, i, d.* Model blending the sounds together as you point to each letter. *This is the letter* l. *It stands for /l/. This is the letter* i. *It stands for /i/. This is the letter* d. *It stands for /d/. Listen as I blend these sounds together: /llliiid/,* lid.

Continue by modeling the words *bat, lip,* and *bill.*

❷ **Guided Practice/Practice** Display the Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: */baaat/. The word is* bat. Have children blend each word with you. Complete the remaining lines chorally. Prompt children to read the connected text, sounding out the decodable words.

bat	sat	bit	hit
lip	lid	rid	rip
had	hat	hot	lot
bell	tell	sell	fell

Bill is at bat.

Where is the lid? Also online

Phonics Practice Activity

MINILESSON

High-Frequency Words

Review

❶ **Model** Display the **High-Frequency Word Cards** *this, is, my, look, little, where, here, play, the,* and *we.* Have children Read/Spell/Write each word.

- **Read** Point to and say the word *here. This is the word* here. *Say it with me:* here. *Can you come here?*
- **Spell** *The word* here *is spelled* h-e-r-e. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* h-e-r-e.

Use the routine to review the other words.

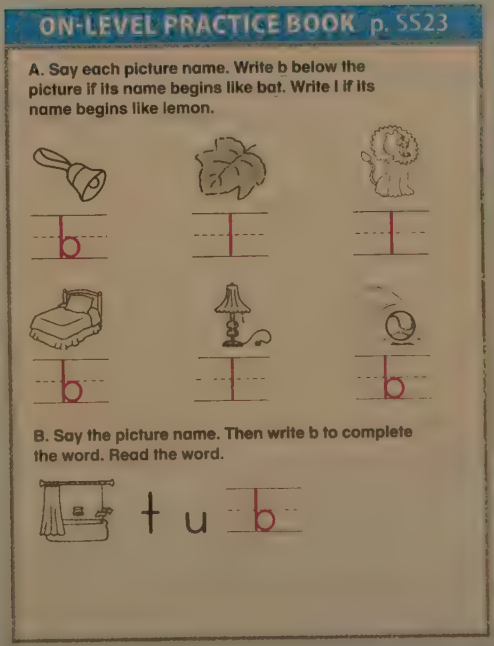
❷ **Practice** Point to a word and call on a child to Read/Spell/Write it. Challenge the child to use the word in a sentence. Then have partners work together to create sentences using as many of the high-frequency words as they can.

ELL

ENGLISH LANGUAGE LEARNERS

Make Simple Statements Ask children to fill in blanks in simple statements. Say: *Hold up an object.* Now say: *This is my* ____. Repeat with additional objects with the sentence frame, *Here is a* ____.

Pantomime Pantomime playing a sport and say: *I play soccer.* Have children pantomime playing something else and use this sentence frame to tell what they are playing: *I play* ____.



ON-LEVEL PRACTICE BOOK p. SS23

A. Say each picture name. Write b below the picture if its name begins like bat. Write l if its name begins like lemon.

b l l

b l b

B. Say the picture name. Then write b to complete the word. Read the word.

t u b

Listening Comprehension

MINILESSON 5

Make Connections

OBJECTIVES

CCSS Identify basic similarities in and differences between two texts on the same topic. **RI.1.9**

- Make text connections to self
- Make text connections to the world

Reread "Jack and the Beanstalk"

Tell children that as you read, they should listen carefully and try to remember as much of the story as they can. As you read, stop and reread details that will help children understand and remember the story. Ask: *How does Jack get a beanstalk? What does Jack do when he sees the beanstalk? What does Jack take from the giants? What happens to the beanstalk?*

Text to Self

Ask children to think about "Jack and the Beanstalk." Guide them to make text-to-self connections using "Jack and the Beanstalk." Ask: *Have you ever planted seeds? What happened to the seeds? Would you take something that is not yours? Why or why not?*

Text to World

Guide children to make text-to-world connections about "Jack and the Beanstalk." Ask: *Where might you see a beanstalk? In the real world, would a beanstalk reach past the clouds? How else is Jack's beanstalk different from a real beanstalk?* Provide help as needed.

Text to Text

Help children to make connections between "Jack and the Beanstalk" and "Let's Explore!" *What kind of plant was in "Jack and the Beanstalk"? What kinds of plants were in "Let's Explore!"? How is the giants' home different from the places in "Let's Explore!"?* Provide help as needed. Then discuss with children the differences between a selection that is a story, like "Jack and then Beanstalk," and a selection that gives information, like "Let's Explore!" Guide them in explaining the differences.

Routines

Retellings Retellings are oral or written and allow teachers to monitor comprehension.

- → **Model Retelling** Use prompts to show children how to recall basic events and details of the selection.
- → **Guide Retelling** Ask guided questions to help children retell the selection and important features.
- → **Discuss the Retelling** Have children summarize selection concepts by asking higher-order questions.

Go Digital

"Jack and the Beanstalk"

"Let's Explore!"

Retell

Independent Writing

MINILESSON 5 MINS

Sentences

Brainstorm

- Ask children to think of and name games they like. Then have them say words that describe the games.
- Make lists of children's responses. Read the class lists together.

Write

- Write the sentence frames *We like to play* ____. *It has* ____. Have children read them aloud.
- On notebook paper, have each child complete the sentences with ideas from the class lists.
- Have children read aloud their sentences. Write them.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Use Visuals Pair children. Display Photo Cards of games or sports. Ask questions about the games, such as, *What body parts do you use to play? Show me.* Say the completed sentences, and have children repeat: *I like to play jacks. I use my hands.* Model correct pronunciation as needed.

Intermediate

Demonstrate Comprehension Pair children. As you complete the sentence frames with ideas from the chart, have partners draw the games. Have partners label their pictures. Ask children to display their pictures and describe the games.

Advanced/Advanced High

Discuss Pair children. Have partners describe and discuss games from the lists. Then have partners complete the sentence frames. Challenge them to add more details to describe the games. Elaborate on children's answers.

✓ Quick Check

Can children read and decode words with the letter/letter sounds covered this week?

Can children recognize and read the high-frequency words?

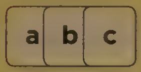
Materials

Teaching Poster

High-Frequency Word Cards
are
me

Kk
c k ck
koala

Sound-Spelling Cards



Word-Building Cards

Build Background

Oral Language

OBJECTIVES

CCSS Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF.1.1a**

CCSS Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **RF.1.2b**

I see a bike.
It is big!
We can ride it together.

- Track the print as you read the Daily Warm-Up. To reinforce the speech-to-print connection, point to each word as you reread.
- Have partners describe bikes. Ask questions, such as: *Do you like to ride a bike? Where do you ride?*

Go Digital

Phonemic Awareness

Concepts of Print

Pronoun *I*, End Punctuation

- Circle the word *I* in the first Daily Warm-Up sentence. Remind children that the word *I* is always spelled with a capital *I*. Then read aloud the exact words being said, and have children echo-read.
- Remind children that sentences end with punctuation marks. Have children circle and identify the punctuation mark at the end of each sentence. Help children read each sentence using the proper intonation based on the end mark.

Word Work

MINILESSON 5 Mins

Phonemic Awareness

Phoneme Blending

① **Model** Show children how to blend words phoneme by phoneme. *I am going to say a word sound by sound. I want you to listen carefully. Then I will put the sounds together to say the word as a whole. Let's try one. The beginning sound is /k/. The ending sound is /ē/. Listen as I put the sounds together: /kēēē/,* key. *The word is* key.

Let's try another one: The beginning sound is /b/. The middle sound is /a/. The ending sound is /k/. Listen as I put the sounds together: /baaak/, back. *The word is* back.

② **Guided Practice/Practice** Have children practice blending words. Guide practice with the first word. *Listen to these sounds. Put them together to make a word.*

/k/ /i/ /s/ (kiss)
/k/ /i/ /d/ (kid)
/k/ /i/ /k/ (kick)
/p/ /a/ /k/ (pack)
/k/ /ī/ /t/ (kite)
/k/ /ē/ /p/ (keep)
/l/ /o/ /k/ (lock)
/s/ /i/ /k/ (sick)

Collaborative Conversations

Review the Speaking and Listening Checklists from the **Teacher's Resource Online PDF**. Explain that during discussions, children should follow guidelines to make sure they are prepared to actively participate.

Ask and Answer Questions As children engage in partner, small-group, and whole-group discussions, encourage them to:

- ask questions about ideas they do not understand.
- give others a chance to think after asking a question.
- write down questions they want to ask the teacher or the whole class.

Circulate and monitor children's conversations. Ask children to evaluate their discussions. Are they asking questions and providing answers?

Word Work

MINILESSON 5 Mins

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Introduce /k/k, ck

❶ **Model** Display the *Koala* **Sound-Spelling Card**. Teach the sound /k/ spelled *k*.

This is the Koala *Sound-Spelling Card. The sound is /k/. The /k/ sound can be spelled with the letter* c. *The /k/ sound can also be spelled with the letter* k. *Say it with me: /k/. This is the sound at the beginning of the word* koala. *Listen: /k/ /k/ /k/,* koala. *Watch as I write the letter* k. *I will say /k/ as I write the letter several times.*

Repeat with /k/ spelled *ck*. Point out that this spelling never appears at the beginning of a word. Rather it appears at the end of words, such as *duck*.

The sound is /k/. Often the /k/ sound is spelled with the letters ck *at the end of a word. Say it with me: /k/. This is the sound at the end of the word* duck. *Listen: /duuuk/,* duck. *Watch as I write the letters* ck. *I will say /k/ as I write the letters several times.*

❷ **Guided Practice/Practice** Have children practice connecting the letters and sounds through writing. *Now do it with me. Say /k/ as I write the letter* k. *Say /k/ as I write the letters* ck. *This time, write the letter* k *five times as you say the /k/ sound. Write the letters* ck *five times as you say /k/.*

Extend with *s*-Blends: *sn, st, sp*

❶ **Model** Write and read aloud *snack*. Underline the letters *sn* at the beginning of the word. Say: *This word begins with the letters* sn. *Together they stand for the /sn/ sounds. Listen as I blend the sounds in the word: /sssnnnaaak/,* snack.

❷ **Guided Practice/Practice** Repeat the routine with children with *snap, stick, stack, spot,* and *spin.*

ELL

ENGLISH LANGUAGE LEARNERS

Make Statements Make statements about the class, such as: *We are inside. We are learning words. You are sitting at desks.* Have children repeat.

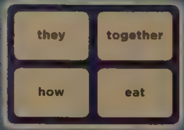
Build Vocabulary Have children ask a partner for something. *Say to your partner, "Please give me a ____ (name object)."* Instruct partners to respond by saying, *Here is the ____ (name object).*

Go Digital

Phonics

The Alphabet

Teaching Poster



High-Frequency Word Routine

Handwriting

Build Fluency: Sound-Spellings

Display **Word-Building Cards** *a, b, c, ck, d, e, f, h, i, k, l, m, n, o, p, r, s, t.* Have children chorally say the sound for each card. When finished, repeat and vary the pace.

Blend Words with /k/k, ck

① **Model** Display Word-Building Cards *k, i, c, k.* Model blending the sounds together as you point to each letter. *This is the letter* k. *It stands for /k/. This is the letter* i. *It stands for /i/. These are the letters* c *and* k. *Together they stand for /k/. Listen as I blend these sounds: /kiiik/,* kick.

Continue by modeling the words *kit, kid, sick,* and *lock.*

② **Guided Practice/Practice** Display the Phonics Practice Activity. Read the words and blend the sounds in the first row; for example: */kiiit/. The word is* kit. Have children blend each word with you. Complete the remaining lines chorally. Prompt children to read the connected text, sounding out the decodable words.

kit	sit	kid	lid
kick	sick	sack	sock
pick	pack	rock	lock
stick	stack	snack	snap

Kick it.
I am not sick.

Also online

Phonics Practice Activity

MINILESSON 5 Mins

High-Frequency Words

are, me

① **Model** Display the **High-Frequency Word Cards** *are* and *me*. Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *are. This is the word* are. *Say it with me:* are. *We are in the classroom.*
- **Spell** *The word* are *is spelled* a-r-e. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* a-r-e.
- Follow the same steps to introduce the word *me.* Use this sentence: *My friend gave me a book.*

② **Practice** Have partners make up sentences using the words.

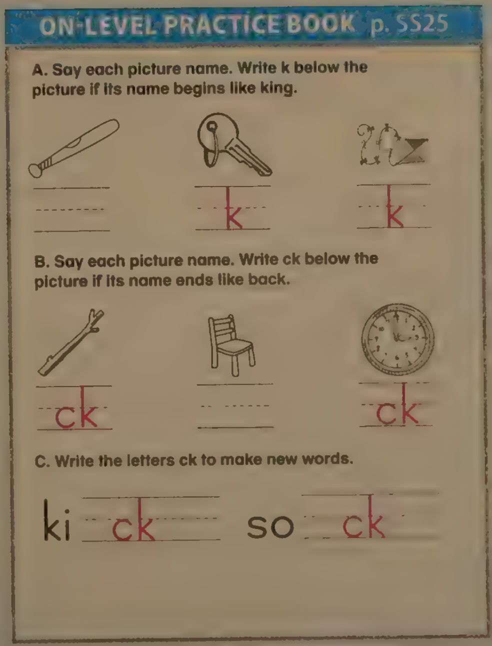
- Use the same routine to review *I, like, do, to, you, he, can, go, a, has, this, is, my, look, little, where, here, play, the,* and *we.*

Routines

High-Frequency Words
High-frequency words are the words that appear most often in books. The words represent more than 60% of the words in early reading materials. To read fluently, children must be able to read high-frequency words quickly and accurately.

- Offer instruction in the high-frequency words, using word cards.
- Reinforce the words by using them in your writing activities and at other times that you write and share print with children.
- Display the high-frequency words on a word wall for reference and review.

ON-LEVEL PRACTICE BOOK p. SS25



A. Say each picture name. Write k below the picture if its name begins like king.

k k

B. Say each picture name. Write ck below the picture if its name ends like back.

ck ck

C. Write the letters ck to make new words.

ki ck so ck

Listening Comprehension

MINILESSON 5

Share the Rhyme

OBJECTIVES

CCSS Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.2**

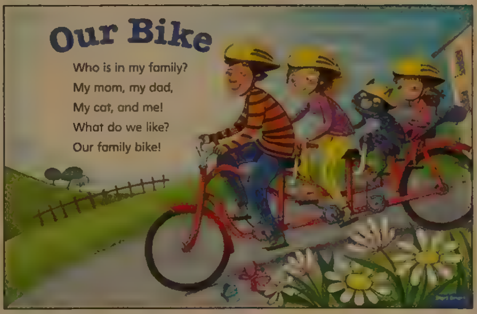
CCSS Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **W.1.1**

Build Background

Talk with children about what families like to do together. *What do some families do together? What do you like to do with your family?* Tell them you are going to read aloud a rhyme about one special activity a family likes to do together.

Read "Our Bike"

Read the title and show the illustration on Teaching Poster 10. Then read aloud the rhyme with rhythm and expression, stressing the rhyming words. Explain that rhyming words are words that have the same ending sounds, such as *like* and *bike,* which both end in /īk/. Repeat the reading several times, asking children to join in.


Our Bike
Who is in my family?
My mom, my dad,
My cat, and me!
What do we like?
Our family bike!

Teaching Poster

Respond

COLLABORATE **Talk About It** Ask how this rhyme is different from a story. Then have children chorally chant the rhyme. Ask children to tell how many seats they would need for a family bike. Then have them answer this question about their own families: *What do we like to do together?*

Go Digital

"Our Bike"

Shared Writing

MINILESSON 5 Mins

Sentences

Brainstorm

Ask children to think about the things their family or friends like to do together. Encourage them to draw pictures of some of the activities. Have them name activities they do.

On chart paper, make a list of children's responses.

Write

Read the class list together.

On chart paper write the sentence frame *We are* ____. Have children read it aloud as you point to each word.

Have each child complete the sentence to describe their pictures, using one of the responses on the class list.

Write children's sentences on chart paper. Reread the sentences aloud.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Describe Have children display the pictures they drew. Ask questions, such as: *Who is in your picture? What are you all doing? Is it fun?* Have children answer: *We are* ____. Repeat sentences slowly and clearly to the class.

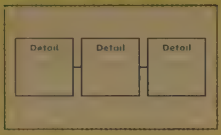
Intermediate

Demonstrate Comprehension Have partners discuss meanings of words on the class list by pointing to their pictures. Then have partners complete the sentence frame. Invite them to share their sentences. Model correct pronunciation as needed.

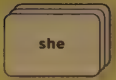
Advanced/Advanced High

Discuss Pair children and have them discuss descriptions from the list. Ask partners to take turns completing the sentence frame orally. Allow children ample time to respond.

Materials



Teaching Poster

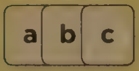


High-Frequency Word Cards

she
with
for

Uu
umbrella

Sound-Spelling Cards



Word-Building Cards

Build Background

MINILESSON 5 Mins

Oral Language

OBJECTIVES

CCSS Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF.1.1a**

CCSS Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **RF.1.2b**

A hare is fast.
A tortoise is slow.
Who will win the race?

- Track the print as you read the Daily Warm-Up sentences. To reinforce the speech-to-print connection, point to each word as you read the sentences again. Invite children to chime in.
- Have partners discuss hares and tortoises. It might be necessary to point out that a hare is a rabbit and a tortoise is a turtle. Circulate and listen in. Prompt as needed. For example, ask: *Do you know a story about a hare and a tortoise? What happens in the story? Who will win the race?*

MINILESSON 5 Mins

Concepts of Print

Sentence Boundaries

- Remind children that a sentence is a group of related words and that a sentence begins with a capital letter and ends with a punctuation mark. Ask how many sentences are in the Daily Warm-Up. Have children circle and name the capital letter that begins each sentence and then circle and name the punctuation mark at the end. Ask children to point to the first and last word in each sentence.

Go Digital

Phonemic Awareness

Word Work

MINILESSON 5

Phonemic Awareness

Phoneme Blending

1 **Model** Show children how to blend words phoneme by phoneme. *I am going to say a word sound by sound. I want you to listen carefully. Then I will put the sounds together to say the word as a whole. Let's try one. The beginning sound is /u/. The ending sound is /p/. Listen as I put the sounds together: /uuup/,* up. *The word is* up.

Let's try another one: The beginning sound is /b/. The middle sound is /u/. The ending sound is /s/. Listen as I put the sounds together: /buuusss/, bus. *The word is* bus.

2 **Guided Practice/Practice** Have children practice blending words. Guide practice with the first word. *Listen to these sounds. Put them together to make a word.*

/u/ /s/ (us)
/t/ /u/ /b/ (tub)
/s/ /u/ /n/ (sun)
/b/ /u/ /g/ (bug)
/f/ /u/ /n/ (fun)
/h/ /u/ /t/ (hut)
/p/ /u/ /p/ (pup)
/b/ /u/ /n/ (bun)

Word Work

MINILESSON 5

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Introduce Short *u*

① **Model** Display the *Umbrella* **Sound-Spelling Card**. Teach the sound /u/ spelled *u*.

This is the Umbrella *Sound-Spelling Card. The sound is /u/. The /u/ sound is spelled with the letter* u. *Say it with me: /uuu/. This is the sound at the beginning of the word* umbrella. *Listen: /u/ /u/ /u/,* umbrella. *Watch as I write the letter* u. *I will say /u/ as I write the letter several times.*

② **Guided Practice/Practice** Have children practice connecting the letter and sound through writing. *Now do it with me. Say /u/ as I write the letter* u. *This time, write the letter* u *five times as you say the /u/ sound.*

Build Fluency: Sound-Spellings

Display **Word-Building Cards** *a, b, c, ck, d, e, f, h, i, k, l, m, n, o, p, r, s, t, u.* Have children chorally say the sound for each card. When finished, repeat and vary the pace.

ENGLISH LANGUAGE LEARNERS

Ask Questions Point to several common objects and say, *What is this? What is it for?* Repeat by pointing to other objects. Ask children to ask "What" and "What for" questions as well.

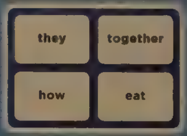
Use Examples Hold up a pencil and say, *"I write with a pencil."* Hold up a crayon and say, *"I draw with a crayon."* Continue with other classroom objects. Have children repeat.

Go Digital

Phonics

The Alphabet

Teaching Poster



High-Frequency Word Routine

Handwriting

Blend Words with Short *u*

① **Model** Display Word-Building Cards *u, p.* Model how to blend the sounds together as you run your finger under each letter. *This is the letter* u. *It stands for /u/. This is the letter* p. *It stands for /p/. Listen as I blend these sounds together: /uuup/,* up. *Say it with me.*

Continue by modeling the words *cup, sun,* and *bus.*

② **Guided Practice/Practice** Display the Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: */uuup/. The word is* up. Have children blend each word with you. Complete the remaining lines chorally. Prompt children to read the connected text, sounding out the decodable words.

up	us	bus	Gus
fun	sun	run	bun
cup	cut	but	bet
hut	hat	hit	hot

It is fun.
Pick it up.

Also online

Phonics Practice Activity

MINILESSON 5 Mins

High-Frequency Words

she, with, for

① **Model** Display the **High-Frequency Word Cards** *she, with,* and *for.* Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *with. This is the word* with. *Say it with me:* with. *I eat crackers with cheese.*
- **Spell** *The word* with *is spelled* w-i-t-h. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* w-i-t-h.
- Follow the same steps to introduce the words *she* and *for.* Use these sentences: *She plays soccer. This book is for you.*

② **Practice**

- Have children work in pairs to make up sentences using the words.
- Use the same routine to review *I, like, do, to, you, he, can, go, a, has, this, is, my , look, little, where, here, play, the, we, are,* and *me.*
- Have children read high-frequency words in context using the Start Smart Reader on Your Turn Practice Book page SS27.

Routines

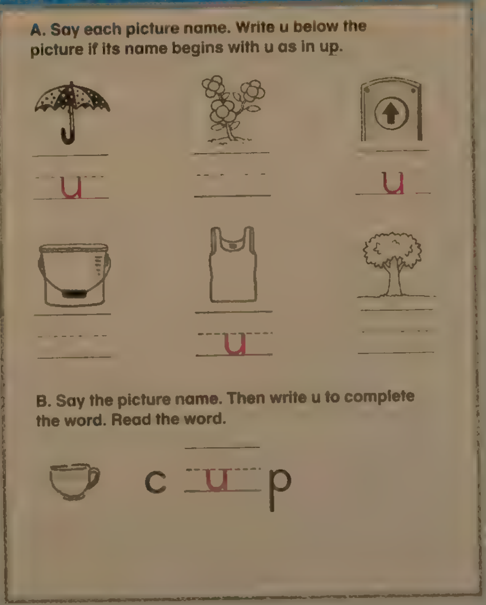
Following Directions As children begin working in their Practice Book, work with them on understanding and following one- and two-step directions.

- Read aloud the directions, one sentence at a time. Have children repeat, then restate the direction in their own words.
- Model how you follow the directions. Then have children repeat.

Daily Handwriting

Assess children's handwriting informally by having them write their names and the letters of the alphabet. Have them use Practice Book pages SS29, SS32, and SS36 throughout the week for more targeted practice in writing the letters they are learning. See Handwriting for daily practice and additional information on ball-and-stick or slant models.

ON-LEVEL PRACTICE BOOK p. SS26



A. Say each picture name. Write u below the picture if its name begins with u as in up.

B. Say the picture name. Then write u to complete the word. Read the word.

Listening Comprehension

Read the Read Aloud

OBJECTIVES

CCSS Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.2**

CCSS Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. **W.1.1**

Genre: Fiction

Tell children that made-up stories are called fiction. Point out that "The Tortoise and the Hare" is fiction. Explain that fiction stories:

- tell about things that did not really happen.
- have a beginning, a middle, and an end.
- have characters.

Introduce Read the title of the story on the opposite page. Say: *The title of a story can help us figure out what the story might be about. I think this story will be about two animals—a tortoise and a hare. I wonder what the animals will do.*

Strategy: Visualize Explain to children that visualizing can help them understand what happens in a story. Explain that as they listen to you read, they should close their eyes and picture in their minds details from the story.

Skill: Details Remind children that details give important information about a story. Tell children that some details tell about people or animals in the story and other details give information about what is happening. Tell children to listen for important details as you read the story aloud. Use Teaching Poster 26 to record the details.

Read "The Tortoise and the Hare"

Read the first paragraph of the story to children. As you read, ask children to close their eyes and picture the tortoise and the hare. If needed, ask questions, such as: *Who is soft-spoken and shy? Who is loud and boastful? Who runs fast*? Continue reading, and encourage children to close their eyes and visualize the details.

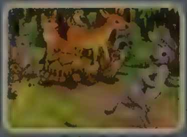
Respond to Literature

Talk About It Discuss story details with children. Ask: *Who wins the race? Why? Were you surprised by the ending*? Ask children to discuss their favorite parts of the story.

ENGLISH LANGUAGE LEARNERS

Strategy Practice Write and read aloud the word *visualize*. Explain that *visualize* means "make a picture in your mind." Have children visualize their favorite part of the story. Then ask them to draw what they visualized. Have them complete this sentence: *I see* ____. Model correct pronunciation as needed.

Go Digital



"The Tortoise and the Hare"

"The Tortoise and the Hare"

A Fable by Aesop

A long time ago, there lived a tortoise and a hare. The tortoise was soft-spoken and shy, but the hare was loud and boastful. One day the hare boasted to the other animals in the forest about how fast he could run. "No one can run as fast as I can!" he said. "I challenge anyone here to a race!"

The tortoise answered, "I will race you." All the animals were amazed, for they knew that the tortoise moved so slowly.

The hare, too, could hardly believe his ears. After he stopped laughing, he said, "But you are such a slowpoke! I can beat you without even trying!"

"We will see," said the tortoise. The two decided to race the next morning.

All the big and little animals of the forest were excited to watch the race. They all wanted the tortoise to win, but they didn't think he had a chance against the hare.

The second the race started, the hare leaped forward and started running. He was soon out of sight. The hare laughed. "I told you I was faster than you!" the hare called back to the tortoise.

But the tortoise just plodded on slowly and steadily.

When the hare looked back, he could hardly see the tortoise. He felt so confident that he was going to win that he decided to take a little nap. After all, it was such a beautiful day, and the sun felt so nice and warm. So the hare stretched out and fell asleep.

Meanwhile the tortoise continued to walk slowly but surely along the road. In fact he soon walked right past the sleeping hare! As the tortoise walked on, getting closer and closer to the finish line, all the forest animals cheered for him.

Then, just as the tortoise was about to cross the line, the hare woke up. "This can't be happening!" he shouted. "I am the fastest animal in the forest!" The hare began to sprint toward the finish line, but it was too late for him to catch up. And so the tortoise slowly but surely won the race!

Shared Writing

MINILESSON 5

Sentences

Brainstorm

Have children work in pairs. Ask partners to think of activities they like to do and whom they like to do them with. Make a list of children's ideas. Read the class list together.

Write

Write and read aloud the sentence starter *I do/play* _____ *with* _____. Have children complete the sentence with ideas from the class list. Write children's sentences. Reread the sentences.

ELL

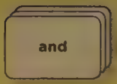
ENGLISH LANGUAGE LEARNERS

Use Visuals Write the words *fast* and *slow* on the board. Read aloud the words, and have children repeat. Have them draw or show pictures of things that are fast and slow (turtle, snail, horse, plane, etc.). Ask them to use this sentence frame to tell about the pictures: *The* _____ *is* _____. Repeat correct answers slowly and clearly to the class.

Materials

Teaching Poster

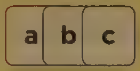
Response Board



High-Frequency Word Cards

and
have

Sound-Spelling Cards



Word-Building Cards

Build Background

MINILESSON 5

Oral Language

OBJECTIVES

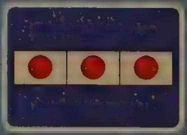
CCSS Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF.1.1a**

CCSS Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d**

What's a rocket ship?
Where will it take us?
Let's find out!

- Track the print as you read the Daily Warm-Up. To reinforce the speech-to-print connection, point to each word as you read the sentences again. Have children echo-read.
- Have partners describe rocket ships and where they go. Ask questions, such as: *Have you ever seen a rocket ship? Where did it go? Would you like to fly to the moon? What other things fly in the sky?*

Go Digital



Phonemic Awareness

MINILESSON 5

Concepts of Print

Sentences, Directionality, Return Sweep

- Remind children sentences are groups of related words. Ask children to point to the first sentence of the Daily Warm-Up. Have them circle the first word in the sentence. Read the first word aloud, and have children repeat. Have children underline the last word. Read the last word aloud, and have children repeat. Continue for the other sentences.
- Remind children they read words in sentences from left to right and that they read sentences from top to bottom. Track the print and emphasize the return sweep as you reread the sentences aloud.
- Ask children to count the sentences in the Daily Warm-Up. Then have children echo-read each sentence with you.

Word Work

MINILESSON 5

Phonemic Awareness

Phoneme Segmentation

① **Model** Show children how to segment a word phoneme by phoneme. *I am going to say a word. Then I will say it sound by sound. Listen carefully. The word is* am. *Listen as I stretch the sounds: /aaammm/.* (Move hands as if pulling a rubber band as you stretch the sounds.)

Now I will say the sounds in the word am, *one at a time. I will place one counter in each box of the* **Response Board** *as I move from sound to sound. Watch: /aaa/* (Place counter in the first box.) */mmm/* (Place counter in the second box.) *The word* am *has two sounds: /a/ /m/.*

Repeat with the word *sat.*

② **Guided Practice/Practice** Have children practice segmenting words. Guide practice with the first few words.

Now it's your turn. I will say a word. Stretch the word with me. Then place one counter in each box for each sound you hear.

at (2) mat (3) sat (3) rat (3)
an (2) man (3) fan (3) ran (3)
egg (2) leg (3) beg (3) bag (3)
set (3) wet (3) get (3) red (3)

Word Work

MINILESSON 5

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Introduce /g/g, /w/w

1 **Model** Display the *Guitar* **Sound-Spelling Card**. Teach the sound /g/ spelled *g*.

This is the Guitar *Sound-Spelling Card. The sound is /g/. The /g/ sound is spelled with the letter* g. *Say it with me: /g/. This is the sound at the beginning of the word* guitar. *Listen: /g/ /g/ /g/,* guitar. *Watch as I write the letter* g. *I will say /g/ as I write the letter several times.*

Repeat with /w/ spelled *w*. Use the *Window* Sound-Spelling Card.

This is the Window *Sound-Spelling Card. The sound is /w/. The /w/ sound is spelled with the letter* w. *Say it with me: /w/. This is the sound at the beginning of the word* window. *Listen: /w/ /w/ /w/,* window. *Watch as I write the letter* w. *I will say /w/ as I write the letter several times.*

2 **Guided Practice/Practice** Have children practice connecting the letters and sounds through writing. *Now do it with me. Say /g/ as I write the letter* g. *Say /w/ as I write the letter* w. *This time, write the letter* g *five times as you say the /g/ sound. Write the letter* w *five times as you say /w/.*

Build Fluency: Sound-Spellings

Display **Word-Building Cards** *a, b, c, ck, d, e, f, g, h, i, k, l, m, n, o, p, r, s, t, u, w*. Have children chorally say the sound for each card. When finished, repeat and vary the pace.

ELL

ENGLISH LANGUAGE LEARNERS

Transfer Skills Many children whose first language is not English will have difficulties pronouncing and perceiving English sounds, such as the /w/ sound for Vietnamese and Hmong speakers. Refer to the sound transfer chart in the **Language Transfers Handbook** to identify sounds that do not transfer.

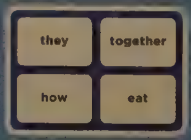
Sound Pronunciation Play the Go Digital audio again for a model of the /g/ and /w/ sounds for children needing additional models.

Go Digital

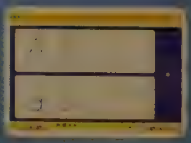
Phonics

The Alphabet

Teaching Poster



High-Frequency Word Routine



Handwriting

Blend Words with /g/g, /w/w

① **Model** Display Word-Building Cards *g, e, t*. Model how to blend the sounds together as you run your finger under each letter. *This is the letter* g. *It stands for /g/. This is the letter* e. *It stands for /e/. This is the letter* t. *It stands for /t/. Listen as I blend these sounds together: /geeet/,* get. *Say it with me.*

Continue by modeling the words *wet, gum, bag,* and *win*.

② **Guided Practice/Practice** Display the Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: */eeeg/. The word is* egg. Have children blend each word with you. Complete the remaining lines chorally. Prompt children to read the connected text, sounding out the decodable words.

egg	beg	leg	let
wet	get	met	men
wag	bag	win	pin
gum	fun	got	hot

Also online

Phonics Practice Activity

MINILESSON 5

High-Frequency Words

and, have

① **Model** Display the **High-Frequency Word Cards** *and* and *have*. Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *and. This is the word* and. *Say it with me:* and. *I like rice and beans.*
- **Spell** *The word* and *is spelled* a-n-d. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* a-n-d.
- Follow the same steps to introduce the word *have*. Use this sentence: *They have fast bikes!*

② **Practice** Have children work in pairs to make up sentences using the words.

- Use the same routine to review *I, like, do, to, you, he, can, go, a, has, this, is, my , look, little, where, here, play, the, we, are, me, she, with,* and *for*.

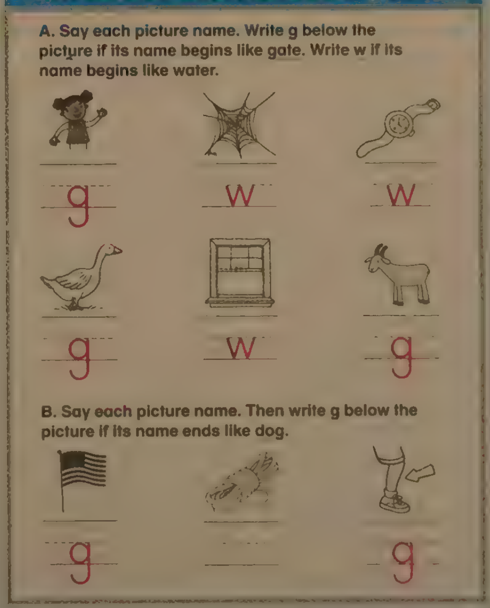
ELL

ENGLISH LANGUAGE LEARNERS

Make Statements Jump and clap and say, *I like to jump and clap*. Point to a child in the class and say, *I like to ____ and ____*. (Examples: *eat and drink; run and dance; clap and tap)* Have children repeat the sentence, filling in the blanks with words that tell two things they like to do.

Use Props Hand an object to a child and say: *You have a (name of object)*. Repeat with several objects, having children respond, I have a ____.

ON-LEVEL PRACTICE BOOK p. SS30



A. Say each picture name. Write g below the picture if its name begins like gate. Write w if its name begins like water.

B. Say each picture name. Then write g below the picture if its name ends like dog.

Listening Comprehension

MINILESSON
5

Share the Rhyme

OBJECTIVES

CCSS Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.2**

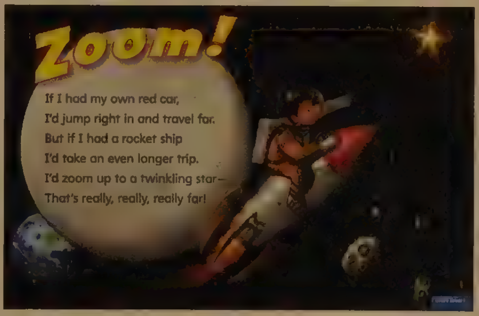
CCSS Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **W.1.2**

Build Background

Talk with children about rocket ships. Remind them that rocket ships go into space. Ask children what they might see if they took a rocket ship into space. Then tell children that you are going to read aloud a rhyme about a trip in a rocket ship.

Read "Zoom!"

Read the title and show the illustration on Teaching Poster 11. Then read aloud the rhyme with rhythm and expression, stressing the rhyming words. Explain that rhyming words are words that have the same ending sounds, such as *ship* and *trip*, which both end in /ip/. Reread aloud the rhyme several times, asking children to join in.



Zoom!

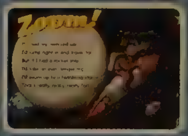
If I had my own red car,
I'd jump right in and travel far.
But if I had a rocket ship
I'd take an even longer trip.
I'd zoom up to a twinkling star—
That's really, really, really far!

Teaching Poster

Respond

COLLABORATE **Talk About It** Ask how this rhyme is different from a story. Then have children chorally chant the rhyme. Ask children to tell what they would do if they had their own car. Then ask what they would do with a rocket ship. Finally, ask what other kinds of transportation they might like to have and why.

Go Digital



"Zoom!"

Interactive Writing

MINILESSON 5

Sentences

Brainstorm

Ask children to think about what they look like. Have them name words they might use to describe themselves. Make a list of children's responses.

Write

Read the class list together.

Write the sentence frame *I have* ____. Have children read it aloud as you point to each word.

Have each child complete the sentence with one of the responses on the class list.

Write children's sentences. Reread the sentences aloud.

Interactive Writing

Why Interactive writing is a powerful way for the teacher to model the writing process and give practice with phonics and spelling skills. It engages children by encouraging their participation.

How Teacher and children write together.

- At first the teacher does most of the writing.
- Children contribute by writing whole words or one or more letters in a word.
- Teacher and children share the pen as they work together.

Refer to the Professional Development video for interactive writing for additional instruction.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Describe Have children draw pictures of themselves. As children show their pictures, ask questions, such as: *Do you have blue eyes? Do you have brown hair? Do you have a big smile?* Have children answer: *I have* ____. Repeat sentences slowly and clearly to the class.

Intermediate

Demonstrate Comprehension Have partners discuss meanings of words on the class list by pointing to themselves. For example, they might point to their eyes or their hair. Then have partners complete the sentence frame. Invite them to share their sentences. Model correct pronunciation as needed.

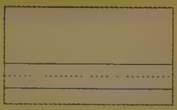
Advanced/Advanced High

Discuss Pair children and have them discuss descriptions from the list. Ask partners to take turns completing the sentence frame orally. Allow children ample time to respond.

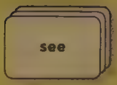
Materials

Detail
Detail
Detail

Teaching Poster

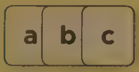


Response Board



High-Frequency Word Cards
see
said
was

Sound-Spelling Cards



Word-Building Cards

Build Background

Oral Language

OBJECTIVES

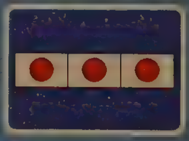
CCSS Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF.1.1a**

CCSS Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d**

I ride a bike.
I ride a bus, too.
How do you get around?

- Track the print and emphasize the return sweep as you reread the Daily Warm-Up. Invite children to chime in.
- Have partners discuss the question, *How do you get around?* Have them say: *"I get around. I ____."*

Go Digital



Phonemic Awareness

Concepts of Print

Sound-Letter Correspondence, Directionality

- Tell children that spoken words are represented in writing by groups of letters. Circle and say the word *bus* in the Daily Warm-Up. *The sequence of letters* b, u, s, *represents the spoken word* bus. Have children say and circle the word *get*. *What letters stand for the word* get? Challenge children to find the written words that stand for *ride* and *bike*.
- Remind children that we read words in a sentence from left to right. Invite children to point to the word they would read first in each sentence in the Daily Warm-Up. Then ask children to track the print from left to right as the class chorally rereads the sentences.

Word Work

MINILESSON 5

Phonemic Awareness

Phoneme Segmentation

1. **Model** Show children how to segment words phoneme by phoneme using the **Response Board.** *I am going to say a word. Then I will say it sound by sound. Listen carefully. The word is* van. *Listen as I stretch the sounds: /vvvaaannn/.* (Move hands as if pulling a rubber band as you stretch the sounds.)

   Now I will say the sounds in the word van, *one at a time. I will place one counter in each box of the Response Board as I move from sound to sound. Watch. /vvv/* (Place counter in the first box.) */aaa/* (Place counter in the second box.) */nnn/* (Place counter in the third box.) *The word* van *has three sounds: /v/ /a/ /n/.*

2. **Guided Practice/Practice** Have children practice segmenting words. Guide practice with the first few words.

   Now it's your turn. I will say a word. Stretch the word with me. Then place one counter in each box for each sound you hear.

up (2)
at (2)
it (2)
fun (3)
mat (3)
fit (3)
sun (3)
vet (3)
bit (3)
rug (3)
get (3)
us (2)

Word Work

MINILESSON 5

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Introduce /ks/x, /v/v, /kw/qu

① **Model** Display the *Box* **Sound-Spelling Card**. Teach the sounds /ks/ spelled *x*.

This is the Box *Sound-Spelling Card. The sounds are /ks/. The /ks/ sounds are spelled with the letter* x. *Say it with me: /ks/. These are the sounds at the end of the word* box. *Listen: /boks/,* box. *Watch as I write the letter* x. *I will say /ks/ as I write the letter several times.*

Repeat with /v/ spelled *v*. Use the *Volcano* Sound-Spelling Card.

This is the Volcano *Sound-Spelling Card. The sound is /v/. The /v/ sound is spelled with the letter* v. *Say it with me: /v/. This is the sound at the beginning of the word* volcano. *Listen: /v/ /v/ /v/,* volcano. *Watch as I write the letter* v. *I will say /v/ as I write the letter several times.*

Repeat with /kw/ spelled *qu*. Use the *Queen* Sound-Spelling Card.

This is the Queen *Sound-Spelling Card. The sounds are /kw/. The /kw/ sounds are spelled with the letters* qu. *Say it with me: /kw/. These are the sounds at the beginning of the word* queen. *Listen: /kw/ /kw/ /kw/,* queen. *I will say /kw/ as I write the letters* qu *several times.*

② **Guided Practice/Practice** Have children practice connecting the letters and sounds through writing. *Now do it with me. Say /ks/ as I write the letter* x. *Say /v/ as I write the letter* v. *Say /kw/ as I write the letters* qu. *This time write the letter* x *five times as you say the /ks/ sounds. Write the letter* v *five times as you say the /v/ sound. Write the letters* qu *five times as you say the /kw/ sounds.*

Build Fluency: Sound-Spellings

Display **Word-Building Cards** *a, b, c, ck, d, e, f, g, h, i, k, l, m, n, o, p, qu, r, s, t, u, v, w, x*. Have children chorally say the sound for each card. When finished, repeat and vary the pace.

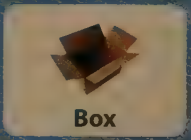
ELL

ENGLISH LANGUAGE LEARNERS

Transfer Skills Many children whose first language is not English will have difficulties pronouncing and perceiving some English sounds. Refer to the sound transfer chart in the **Language Transfers Handbook** to identify sounds that do not transfer.

Sound Pronunciation Play the Go Digital audio again for a model of the /ks/, /v/, and /kw/ sounds for children needing additional models.

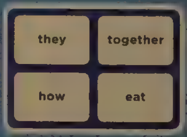
Go Digital



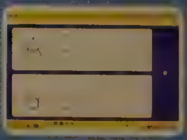
Phonics

The Alphabet

Teaching Poster



High-Frequency Word Routine



Handwriting

Blend Words with /ks/x, /v/v, /kw/qu

① **Model** Display Word-Building Cards *s, i, x*. Model how to blend the sounds together as you run your finger under each letter. *This is the letter* s. *It stands for /s/. This is the letter* i. *It stands for /i/. This is the letter* x. *It stands for /ks/. Listen as I blend these sounds together: /sssiiiks/,* six. *Say it with me.*

Continue by modeling the words *mix, van,* and *quit.*

② **Guided Practice/Practice** Display the Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: */aaaks/. The word is* ax. Have children blend each word with you. Complete the remaining lines chorally. Prompt children to read the connected text, sounding out the decodable words.

ax	wax	mix	Max
quit	quick	lick	sick
van	vet	fix	fox
get	wet	bag	wag

I am quick!

The vet can fix it.

Also online

Phonics Practice Activity

MINILESSON 5

High-Frequency Words

see, said, was

① **Model** Display the **High-Frequency Word Cards** *see, said,* and *was*. Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *see*. *This is the word* see. *Say it with me:* see. *I see a bird in the sky.*
- **Spell** *The word* see *is spelled* s-e-e. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* s-e-e.
- Follow the same steps to introduce the words *said* and *was*. Use these sentences: *She said hello. The book was funny.*

② **Practice** Have children work in pairs to make up sentences using the words.

- Use the routine to review *I, like, do, to, you, he, can, go, a, has, this, is, my, look, little, where, here, play, the, we, are, me, she, with, for, and,* and *have.*
- Have children read high-frequency words in context using the Start Smart Reader on Your Turn Practice Book page SS33.

Daily Handwriting

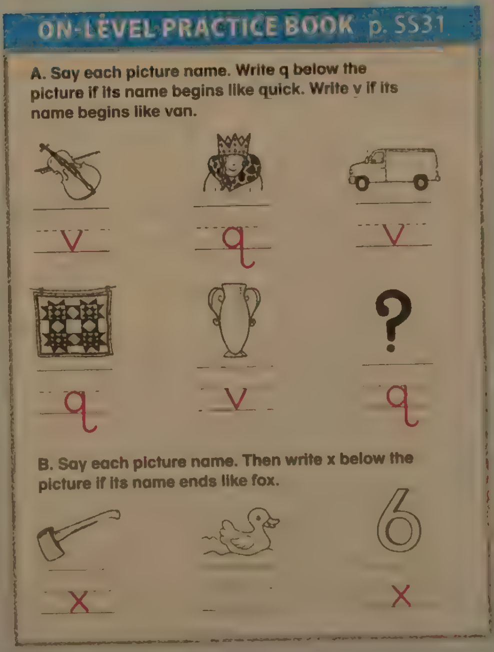
Assess children's handwriting informally by having them write their names and the letters of the alphabet. Have them use Practice Book pages SS29, SS32, and SS36 throughout the week for more targeted practice in writing the letters they are learning. See Handwriting for daily practice and additional information on ball-and-stick or slant models.

ELL

ENGLISH LANGUAGE LEARNERS

Demonstrate Meaning Point to your eyes and to different things in the classroom as you describe what you see: *I see a pencil. I see a desk. I see a chair. I see a door.* Have children repeat.

ON-LEVEL PRACTICE BOOK p. SS31



A. Say each picture name. Write q below the picture if its name begins like quick. Write v if its name begins like van.

v q v

q v q

B. Say each picture name. Then write x below the picture if its name ends like fox.

x x

Listening Comprehension

MINILESSON 5

Read the Read Aloud

Genre: Informational Text/Nonfiction

Tell children that selections that give facts are called informational text. This is a type of nonfiction. Point out that "How Do We Get Around?" is informational text. Explain that informational text:

- gives facts about real people, places, animals, or events.
- includes details that give important information.

Introduce Read the title of the selection on the opposite page. Say: *The title of a selection can help us figure out what the selection might be about. I think we will read about ways that people get around, such as by bus. Let's read to learn about some of the ways people travel.*

Strategy: Visualize Explain to children that visualizing can help them understand what happens in a story. Explain that as they listen to you read, they should close their eyes and picture in their minds details from the story.

Skill: Details Remind children that details give important information. Tell children that details can describe what people use to get around. Tell children to listen for important details about ways to get around as you read the selection aloud. Use Teaching Poster 26 to record important details.

Read "How Do We Get Around?"

Read the first paragraph to children. Ask: *What are some ways people get around?* Continue reading, and encourage children to close their eyes and visualize the details.

Respond to Literature

COLLABORATE

Talk About It Discuss selection details with children. Ask: *What details did you learn about trains? What did you learn about cars? What are some other ways to travel?* Ask children to tell how they travel to different places. Then ask them to name their favorite ways to travel.

OBJECTIVES

CCSS Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.2**

CCSS Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **W.1.2**

ELL

ENGLISH LANGUAGE LEARNERS

Use Visuals Distribute pictures of different kinds of transportation to partners. Have partners point to and discuss details they see. Then invite partners to share the details. Have them hold their pictures and complete this sentence: *A* _____ *has* _____. Elaborate on children's answers.

Go Digital

"How Do We Get Around?"

"How Do We Get Around?"

We get around a lot today! Cars, buses, trains, planes, and boats take us anywhere we want to go. What is your favorite way to travel?

Many children walk, bike, or take a bus to school. Students in cities sometimes use trains to get to class. City trains and subways also take people back and forth to work. But trains go much farther than just around town. Trains take people across the country. People can sleep in beds on long-distance trains, and they can eat at tables while looking out the windows.

Families today often travel by car. Cars are one of the easiest ways to get around. Many cars use gas to make them go. Today there are also cars on the road that run on electricity. Engineers are always looking for ways to build better cars. Hydrogen-powered cars may be next!

If you want to get from one city to another quickly, planes are often the fastest way to go. Because planes fly through the air, they don't have to follow a track or a road. Planes soar across oceans with ease. A person in a plane can go halfway around the world in less than a day!

It's fun to spend an afternoon out on a boat, but boats do more than just float around in the water. Cruise ships take people on vacation to interesting parts of the world. Other ships carry goods up and down rivers, across large lakes, and even across the ocean.

There are even more ways to travel. Helicopters buzz around cities, taking people to airports or getting sick people to hospitals. Ferries take people and cars across wide stretches of water. People drive small trucks, and big trucks move goods across the land.

Look in the air. Look on the road. Look at the water! There are lots of ways to get around today.

Interactive Writing

MINILESSON 5

Sentences

Brainstorm

Ask children to name things they might see while in a car, on a train, or in a plane. Make a Word Web for each type of transportation and fill in the words that tell about what children might see.

Write

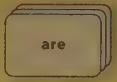
Write and read aloud the sentence frame *In a ____ I see ____*. Have each child complete the sentence with ideas from the class list. Write children's sentences on chart paper. Share the pen. Reread the sentences.

ELL

ENGLISH LANGUAGE LEARNERS

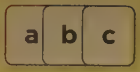
Demonstrate Comprehension
Write and read aloud the words *ground, air, water.* Ask: *What goes on the ground?* Have children respond: *A ____ goes on the ground.* Repeat for *What goes in the air?* and *What goes on the water?*

Materials



High-Frequency Word Cards

are
me
she
with
for
and
have
see
said
was



Word-Building Cards

Photo Cards

Jj
j
dge
ge
gi
jump

Sound-Spelling Cards

Build Background

Oral Language

OBJECTIVES

CCSS Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF.1.1a**

Identify and generate rhyming words

A hare hops quickly.
A tortoise walks slowly.
How do you get around?

- Remind children that we read sentences from left to right. Track the print as you read the Daily Warm-Up. Then have children echo-read as you read each sentence again.
- Remind children that this week they read "The Tortoise and the Hare" and "How Do We Get Around?" Ask partners to discuss how animals or people get around in the selections. Ask if they get around in those ways, too.

Concepts of Print

Sound-Letter Correspondence, Sentence Lengths

- Tell children that spoken words are represented in writing by groups of letters. Use **Word-Building Cards** to build *hop*. Have children identify each letter. Then point to each letter and say its sound. Blend the sounds to read the word. Have children repeat. Repeat for other words in the Daily Warm-Up.
- Ask children to count the number of words in the Warm-Up. *Which sentence is the longest? How many words does it have?*

Go Digital

Phonological Awareness

Word Work

MINILESSON 5 Mins

Phonological Awareness

Rhyme

Photo Cards

❶ **Model** Use the **Photo Cards** to show children how to identify rhyming words. Then model how to generate rhyming words. *Look at these two Photo Cards. I will say the name of each card, then you will repeat the name:* queen (point to card), green (point to card). *The words* queen *and* green *rhyme because they both end in /ēn/. Listen: /kw/ /ēn/,* queen; */gr/ /ēn/,* green. *Both* queen *and* green *end in /ēn/. They both rhyme. Rhyming words end in the same sounds.*

Now I will try to make other words that rhyme with queen *and* green. *To do so, I need to think of words that end in /ēn/. Listen as I try one: /s/ /ēn/. The word* seen *rhymes with* queen *and* green *because it also ends in /ēn/:* queen, green, seen.

❷ **Guided Practice/Practice** Say each word pair. Ask children to identify if they rhyme and why. Guide practice with the first pair.

Listen to these word pairs. If the words rhyme, say the words. I will then ask you why they rhyme. Think about what sounds the two words have in common at the end. If the words don't rhyme, remain silent.

yet/let
yell/bell
zoom/boom
zip/rip
yes/win
jet/bet
zip/zap
yard/yak
jog/fog

Have children generate words that rhyme with the rhyming pairs. *Now listen as I say the words again. Let's think of other words that rhyme with each rhyming pair.*

Word Work

MINILESSON 5

Phonics

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Introduce /j/j, /y/y, /z/z

❶ **Model** Display the *Jump* **Sound-Spelling Card**. Teach the sound /j/ spelled *j*.

This is the Jump *Sound-Spelling Card. The sound is /j/. The /j/ sound is spelled with the letter* j. *Say it with me: /j/. This is the sound at the beginning of the word* jump. *Listen: /j/ /j/ /j/,* jump. *Watch as I write the letter* j. *I will say /j/ as I write the letter several times.*

Repeat with /y/ spelled y. Use the *Yo-Yo* Sound-Spelling Card.

This is the Yo-Yo *Sound-Spelling Card. The sound is /y/. The /y/ sound is spelled with the letter* y. *Say it with me: /y/. This is the sound at the beginning of the word yo-yo. Listen: /y/ /y/ /y/,* yo-yo. *Watch as I write the letter* y. *I will say /y/ as I write the letter several times.*

Repeat with /z/ spelled *z*. Use the *Zipper* Sound-Spelling Card.

This is the Zipper *Sound-Spelling Card. The sound is /z/. The /z/ sound is spelled with the letter* z. *Say it with me: /z/. This is the sound at the beginning of the word zipper. Listen: /z/ /z/ /z/,* zipper. *Watch as I write the letter* z. *I will say /z/ as I write the letter several times.*

❷ **Guided Practice/Practice** Have children practice connecting the letters and sounds through writing. *Now do it with me. Say /j/ as I write the letter* j. *Say /y/ as I write the letter* y. *Say /z/ as I write the letter* z. *This time, write the letter* j *five times as you say the /j/ sound. Write the letter* y *five times as you say /y/. Write the letter* z *five times as you say /z/.*

Build Fluency: Sound-Spellings

Display **Word-Building Cards** *a, b, c, ck, d, e, f, g, h, i, j, k, l, m, n, o, p, qu, r, s, t, u, v, w, x, y, z.* Have children chorally say the sound for each card. When finished, repeat and vary the pace.

ELL

ENGLISH LANGUAGE LEARNERS

Transfer Skills Many children whose first language is not English may have difficulties pronouncing and perceiving some English sounds, such as the /j/ sound for Hmong and Khmer speakers. Refer to the sound transfer chart in the **Language Transfers Handbook** for a complete list of transferable and nontransferable sounds.

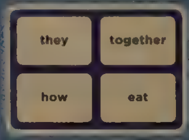
Sound Pronunciation Play the Go Digital audio again for a model of the /j/, /y/, and /z/ sounds for additional models.

Go Digital

Phonics

The Alphabet

Teaching Poster



High-Frequency Word Routine

Handwriting

Blend Words with /j/j, /y/y, /z/z

① **Model** Display Word-Building Cards *z, i, p*. Model how to blend the sounds together as you run your finger under each letter. *This is the letter* z. *It stands for /z/. This is the letter* i. *It stands for /i/. This is the letter* p. *It stands for /p/. Listen as I blend these sounds together: /zzziiip/*, zip. *Say it with me.*

Continue by modeling the words *zap, yes, yet, jet,* and *jog*.

② **Guided Practice/Practice** Display the Phonics Practice Activity. Read the words in the first row, blending the sounds; for example: */yyyeeesss/. The word is* yes. Have children blend each word with you. Complete the remaining lines chorally. Prompt children to read the connected text, sounding out the decodable words.

yes	yet	jet	let
zip	zap	map	tap
jab	job	jig	big
yak	yam	jam	jug

Yes I did.

Zack has a big job. Also online

Phonics Practice Activity

MINILESSON 5

High-Frequency Words

Review

① **Model** Display **High-Frequency Word Cards** for *are, me, she, with, for, and, have, see, said,* and *was*. Have children Read/Spell/Write each word.

- **Read** Point to and say the word *said. This is the word* said. *Say it with me:* said. *The boy said he was cold.*
- **Spell** *The word* said *is spelled* s-a-i-d. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* s-a-i-d.

Use the routine to review the other words.

② **Practice** Point to a word and call on a child to Read/Spell/Write it. Challenge them to use the word in a sentence. Then have partners work together to create sentences using as many of the high-frequency words as they can.

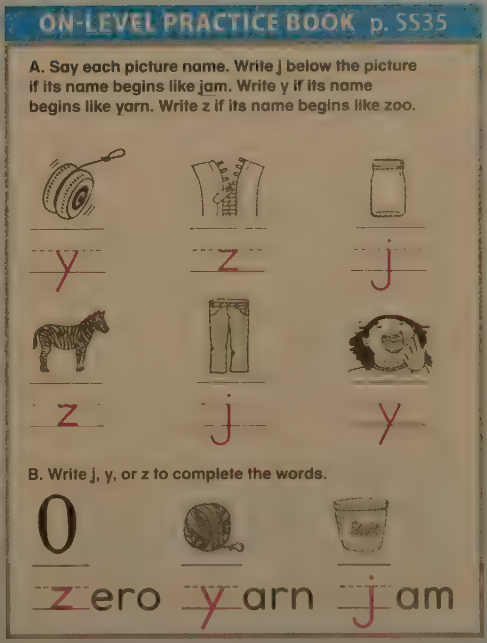
ELL

ENGLISH LANGUAGE LEARNERS

Use Examples Stand next to a child and say: *I am with (child's name). He/she is with me.* Repeat with different children. Then instruct children to stand with different people and say the sentences.

Ask Questions Ask a question about something a child is wearing or doing, such as: *Do you have a blue shirt on?* Provide sentence frames, such as: *I do* ____ or *I do not* ____ for children to orally complete. Have partners take turns asking each other questions and responding.

ON-LEVEL PRACTICE BOOK p. SS35



A. Say each picture name. Write j below the picture if its name begins like jam. Write y if its name begins like yarn. Write z if its name begins like zoo.

y z j

z j y

B. Write j, y, or z to complete the words.

zero yarn jam

Listening Comprehension

Make Connections

OBJECTIVES

CCSS Identify basic similarities in and differences between two texts on the same topic. **RI.1.9**

- Make text connections to self
- Make text connections to the world

Reread "The Tortoise and the Hare"

Tell children that as you read, they should listen carefully and try to remember as much of the story as they can. Have them close their eyes and visualize, or make pictures in their minds, to help them understand and remember the details. Ask: *Who races with Hare? Is Hare or Tortoise ahead at first? What does Tortoise walk by? Who wins the race?*

Text to Self

Guide children to make text-to-self connections using "The Tortoise and the Hare." Ask: *Have you ever been in a race? Did you run fast, like Hare, or slowly, like Tortoise? What do the animals learn in the story? Have you ever learned a lesson like that? How?* Provide help as needed.

Text to World

Have children make text-to-world connections using the story. Say: *Think about this expression:* Slow but steady wins the race. *How does it apply to the story? How does it apply to people?* Provide help as needed.

Text to Text

Help children to make connections between "The Tortoise and the Hare" and "How Do We Get Around?" *How does Hare get around? How does Tortoise get around? How can people get around? What ways of getting around are faster? What ways are slower? Is faster always better than slower? Why or why not?* Provide help as needed. Then discuss with children the differences between a selection that tells a story, like "The Tortoise and the Hare," and a selection that gives information, like "How Do We Get Around?" Guide them in explaining the differences.

Routines

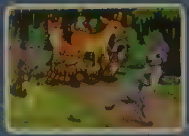
Retellings Retellings allow teachers to monitor comprehension. Guide children to recall as much of a text as possible and think about critical selection features.

→ **Model Retelling** Show children how to recall basic events and details of the selection.

→ **Guide Retelling** Ask guided questions to help children retell the selection and important features.

→ **Discuss the Retelling** Have children summarize selection concepts by asking higher-order questions.

Go Digital


"The Tortoise and the Hare"

"How Do We Get Around?"

Retell

Independent Writing

MINILESSON 5

Sentences

Brainstorm

- Ask children to think of and name people who work at different jobs, such as police officers, firefighters, or doctors. Then have them say words that describe what the people wear or use when they work.
- List children's responses using Word Webs for each job. Read the class list together.

Write

- Write the sentence frame ____ *have* ____ *and* ____. Have children read them aloud.
- On notebook paper, have each child complete the sentences to tell about people in different jobs, using the ideas on the class list.
- Have children read aloud their sentences. Write them.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Use Visuals Pair children. Display pictures of people doing their jobs. Describe the workers. Point to a helmet, for example, and say: *This is a helmet.* Have children repeat. Then say: *Who has a helmet? The firefighter does.* Have children repeat. Model correct pronunciation as needed.

Intermediate

Demonstrate Comprehension Pair children. As you complete the sentence frames with ideas from the chart, have partners draw the people as described. Ask children to display their pictures and describe the people in them. Then have them complete the sentence frames. Allow children ample time to respond.

Advanced/Advanced High

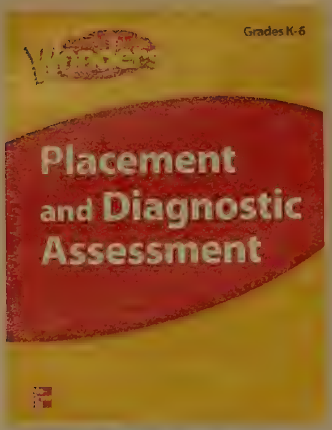
Discuss Pair children. Have partners describe and discuss people from the webs. Then have partners complete the sentence frames orally. Challenge them to add more details to describe the people. Elaborate on children's answers.

Quick Check

Can children read and decode words with the letter/letter sounds covered this week?

Can children recognize and read the high-frequency words?

Placement and Diagnostic Assessment



Wonders
Grades K-6
Placement and Diagnostic Assessment

PDFs Online

Observe children throughout the Start Smart instruction as they complete assignments, respond orally in class, and read aloud. Take note of individual children's skill needs.

Use the Placement Decisions chart in the **Placement and Diagnostic Assessment** to determine which tests need to be administered to figure out each child's specific skill needs. The results of these tests will assist you in determining which children need intervention and help you provide appropriate small group lessons to fill in skill gaps and help all struggling readers move toward on-level instruction.

Diagnostic Assessment Includes . . .

- → **Foundational Skills Assessments**
    - **Basic Assessments** (determine lower-level skill deficiencies, when applicable; include phonological and phonemic awareness, Sight Word Fluency/high-frequency words, and alphabet recognition using Letter Naming Fluency)
    - **Phonics Survey** (determine decoding abilities and skill deficiencies; developed by program author Jan Hasbrouck)
- → **Fluency Passages** (determine Oral Reading Fluency Rate, Oral Reading Accuracy, and Prosody level; WCPM scores correlated to national norms developed by program author Jan Hasbrouck)
- → **Leveled Passages** (determine reading level and comprehension abilities)
- → **Vocabulary** (determine speaking and reading vocabulary proficiency)
- → **Inventory of Developmental Spelling** (determine encoding abilities; developed by program author Donald Bear)

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Diagnose and Prescribe

Use the results of the Placement and Diagnostic Assessments to provide appropriate Small Group instruction in Unit 1. Focus on rebuilding lower-level skills needed to accelerate children's progress.

TESTED SKILLS	If ...	Then ...
COMPREHENSION Leveled Passages	Children score below 80% on the passages . . .	Consider children's listening comprehension levels when providing preteach and reteach lessons to support children while reading the Core selection.
PHONOLOGICAL AND PHONEMIC AWARENESS Phonological Awareness Subtests Phonemic Awareness Subtests	Children score below 60% on any of the subtests . . .	Plan skill-based small group lessons based on results. Continue to monitor progress frequently.
PHONICS/WORD STUDY Phonics Survey Inventory of Developmental Spelling	Children are below grade level . . .	Assess basic skills, such as letter names and sounds, to identify issues in phonics skills development.
HIGH-FREQUENCY WORDS Sight Word Fluency	Children are below grade level . . .	Plan skill-based small group lessons based on results. Continue to monitor progress frequently.
LETTER RECOGNITION Letter Naming Fluency	Children are below grade level . . .	Plan skill-based small group lessons based on results. Continue to monitor progress frequently.

Response to Intervention

Use children's assessment results to assist you in identifying children who will benefit from focused intervention.

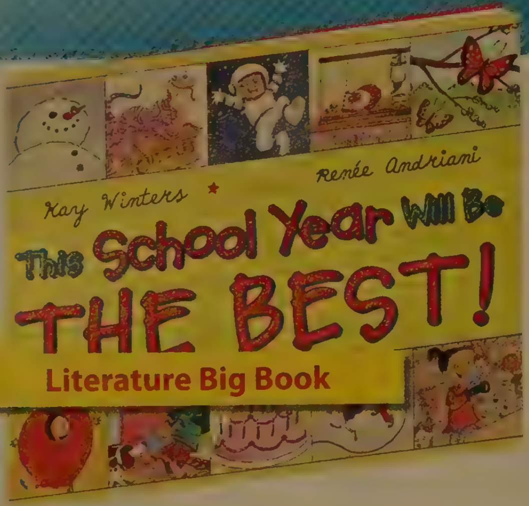
Use the appropriate sections of the ***Placement and Diagnostic Assessment*** to designate children requiring:

TIER 2 **Intervention Online PDFs**

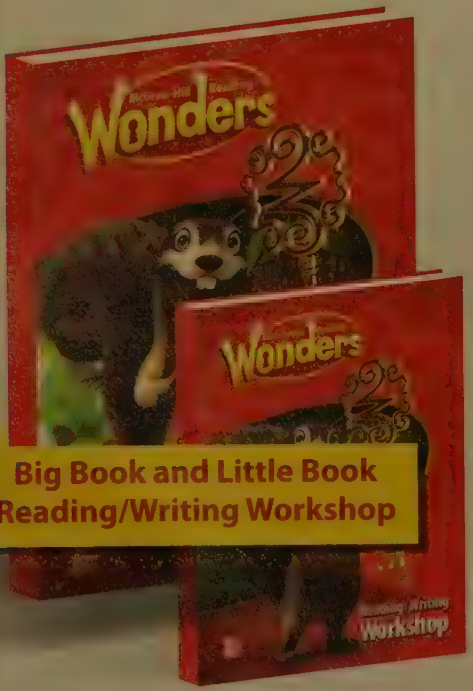
TIER 3 **WonderWorks Intervention Program**

WEEKLY OVERVIEW

TEACH AND MODEL


Kay Winters
Renée Andriani
This School Year Will Be THE BEST!

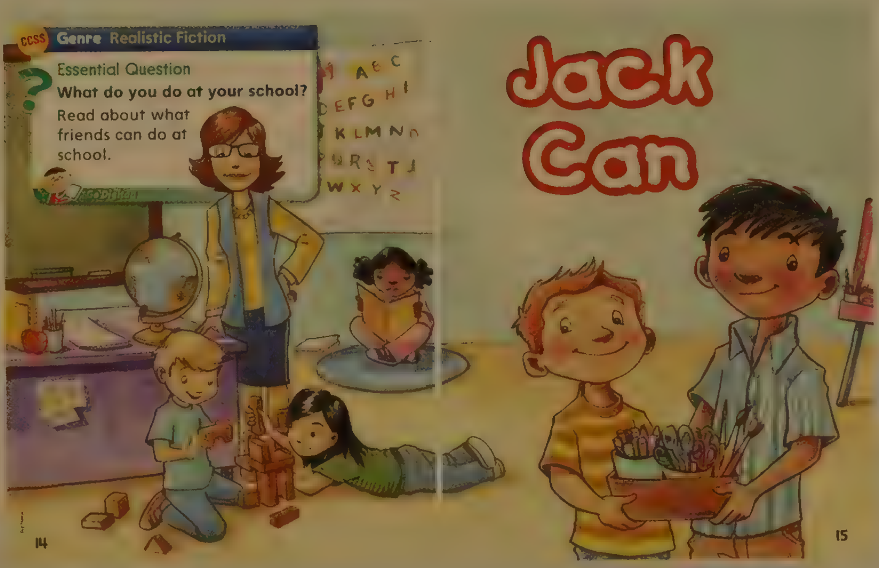
Literature Big Book


Wonders
Wonders
Reading Writing Workshop

Big Book and Little Book Reading/Writing Workshop

Listening Comprehension

Comprehension Strategy *Visualize* T10–T11



CCSS **Genre** Realistic Fiction

Essential Question

What do you do at your school?

Read about what friends can do at school.

Jack Can

14

15

Close Reading

Shared Reading *Jack Can,* 14–23

Genre Realistic Fiction

Lexile BR

Words to Know T15

does, not, school, what

Minilessons

✓ **Tested Skills** CCSS

✓ **Phonics**	Short *a,* T16–T17
✓ **Comprehension Skill**	Key Details, T27
✓ **Writing Traits**	Ideas, T36
✓ **Grammar**	Sentences, T37

Go Digital

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BR = Epitome of a beginning reader

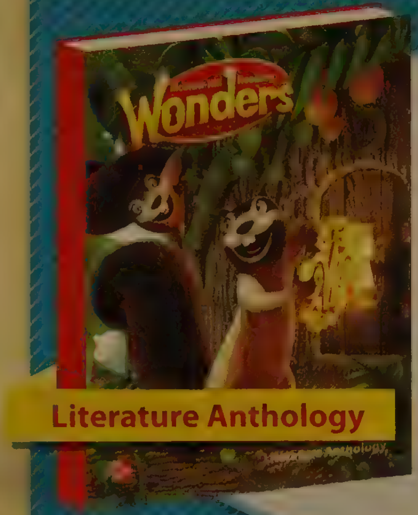
AT SCHOOL

WEEK 1

Essential Question

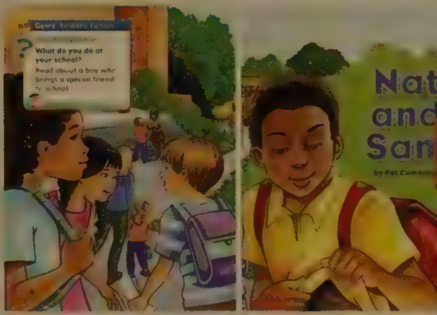
What do you do at your school?

APPLY WITH CLOSE READING


Wonders
Literature Anthology

Literature Anthology

Complex Text


Genre Realistic Fiction
What do you do at your school?
Read about a boy who brings a special friend to school.
Nat and Sam
by Pat Cummings

PAIRED READ
Genre Nonfiction
Compare Texts
Rules at School
Our School Rules
Why do we have rules at school?
20
Rules can help us get along
Rules can help us stay safe
21

Nat and Sam, 6–17

Genre Realistic Fiction

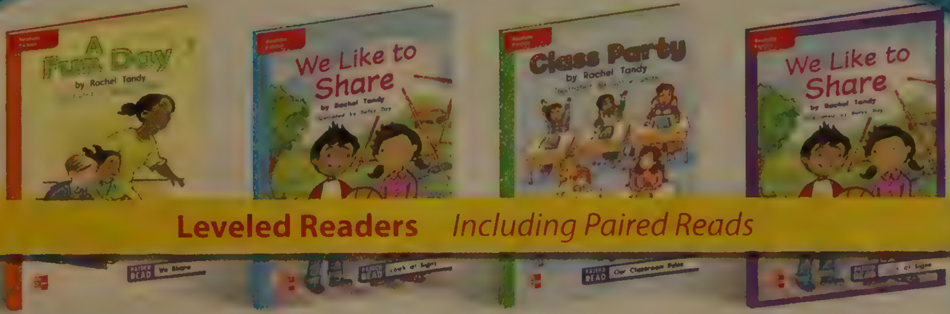
Lexile BR

"Rules at School," 20–25

Genre Nonfiction

Lexile 180

Differentiated Text


A Fun Day
by Rachel Tandy
We Like to Share
by Rachel Tandy
Class Party
by Rachel Tandy
We Like to Share
by Rachel Tandy
PAIRED READ

Leveled Readers *Including Paired Reads*

APPROACHING	ON LEVEL	BEYOND	ELL
Lexile BR	**Lexile** 60	**Lexile** 360	**Lexile** 100

Extended Complex Text

Raising Dragons

Genre

Fiction

Lexile 670

Raising Dragons
A Splendid Friend, Indeed
Suzanne Bloom

Classroom Library

A Splendid Friend, Indeed

Genre

Fiction

Lexile BR

Classroom Library lessons available online

BR = Epitome of a beginning reader

TEACH AND MANAGE

How You Teach

INTRODUCE

Weekly Concept
At School

Back to School

Reading/Writing Workshop
4–15

TEACH

Listening Comprehension
This School Year Will Be the Best!

Close Reading
Jack Can

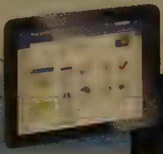
Minilessons
Key Details, Realistic Fiction, Short *a* /a/, High-Frequency Words

APPLY

Close Reading
Nat and Sam
"Rules at School"

Go Digital

Interactive Whiteboard



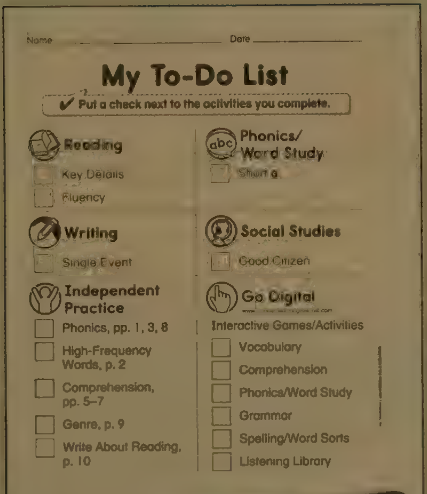
Interactive Whiteboard

Mobile

How Students Practice

WEEKLY CONTRACT

PDF Online



Name ______ Date ______

My To-Do List

✔ Put a check next to the activities you complete.

Reading
☐ Key Details
☐ Fluency

Writing
☐ Single Event

Independent Practice
☐ Phonics, pp. 1, 3, 8
☐ High-Frequency Words, p. 2
☐ Comprehension, pp. 5–7
☐ Genre, p. 9
☐ Write About Reading, p. 10

Phonics/ Word Study
☐ Short a

Social Studies
☐ Good Citizen

Go Digital
Interactive Games/Activities
☐ Vocabulary
☐ Comprehension
☐ Phonics/Word Study
☐ Grammar
☐ Spelling/Word Sorts
☐ Listening Library

2 Unit 1 • Week 1 • At Schoo

LEVELED PRACTICE AND ONLINE ACTIVITIES

Your Turn Practice Book
1–10

Wonders
Grade 1
Your Turn
Practice Book

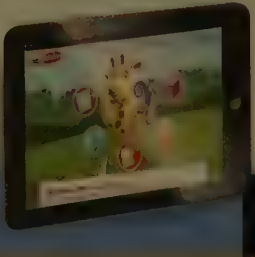
Leveled Readers

Class Party
We Like to Share
Fun Day
We Like to Share

Go Digital

Online To-Do List

Leveled Activities



Mobile

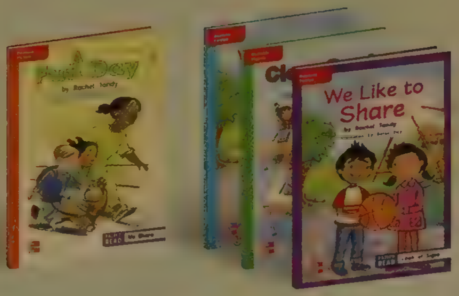
Go Digital! www.connected.mcgraw-hill.com

WEEK 1

DIFFERENTIATE

SMALL GROUP INSTRUCTION

Leveled Readers

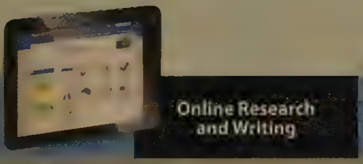


INTEGRATE

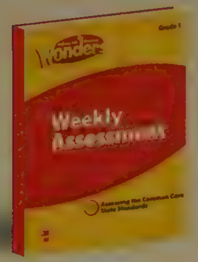
Research and Inquiry
Page for a Class Book, T44–T45

Text Connections
At School, T46

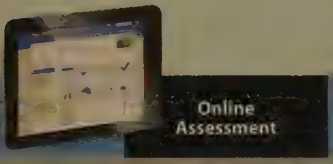
Write About Reading
Analyze Key Details, T47



ASSESS

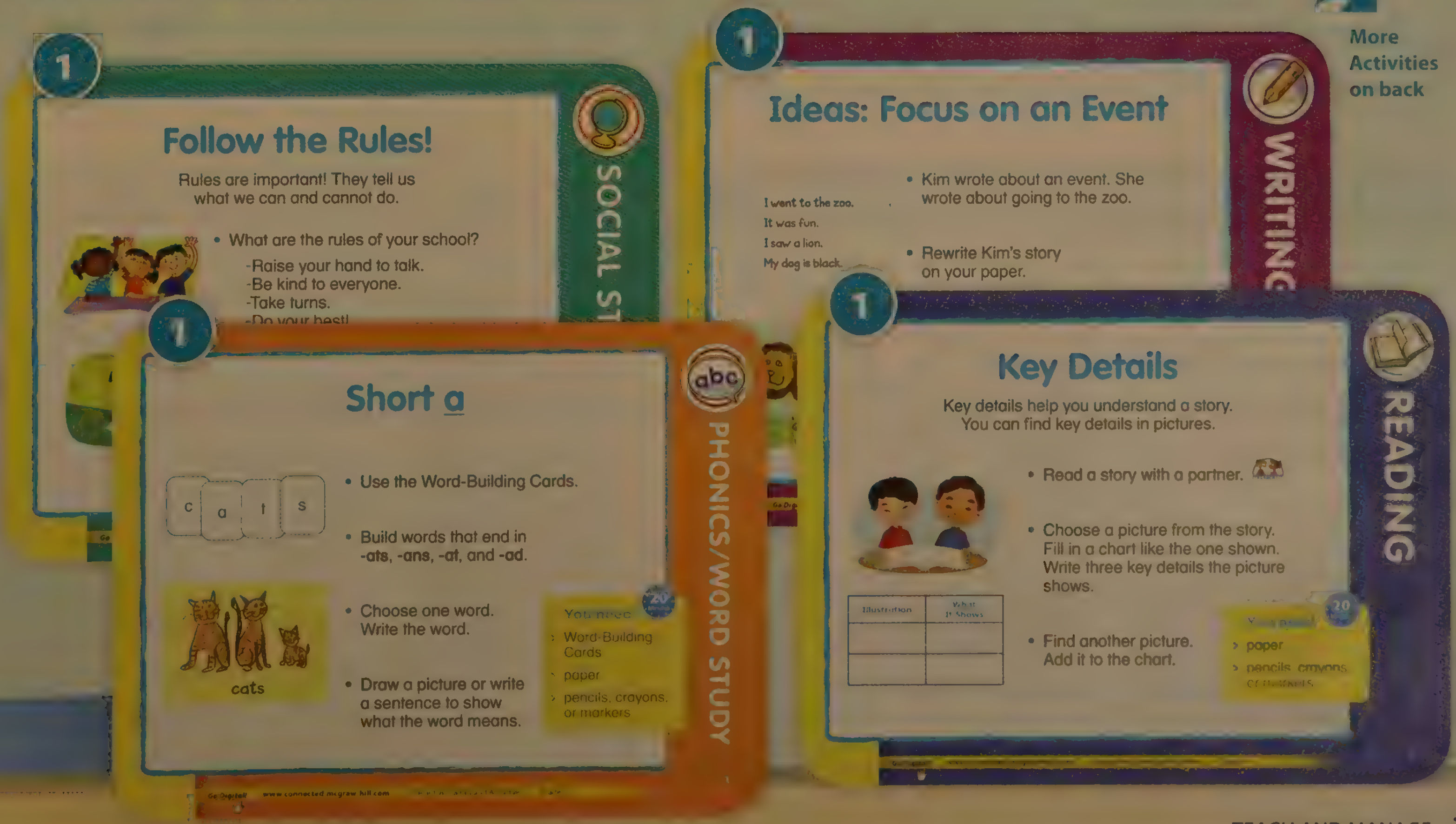


Weekly Assessment
1–10



LEVELED WORKSTATION CARDS

— Great Five



1

Follow the Rules!

Rules are important! They tell us what we can and cannot do.

- What are the rules of your school?
  - -Raise your hand to talk.
  - -Be kind to everyone.
  - -Take turns.
  - -Do your best!

SOCIAL ST

1

Ideas: Focus on an Event

I went to the zoo.
It was fun.
I saw a lion.
My dog is black.

- Kim wrote about an event. She wrote about going to the zoo.
- Rewrite Kim's story on your paper.

WRITING

1

Short a

c a t s

cats

- Use the Word-Building Cards.
- Build words that end in -ats, -ans, -at, and -ad.
- Choose one word. Write the word.
- Draw a picture or write a sentence to show what the word means.

You need
- Word-Building Cards
- paper
- pencils, crayons, or markers

20

PHONICS/WORD STUDY

1

Key Details

Key details help you understand a story. You can find key details in pictures.

- Read a story with a partner.
- Choose a picture from the story. Fill in a chart like the one shown. Write three key details the picture shows.
- Find another picture. Add it to the chart.

Illustration	What It Shows

You need
- paper
- pencils, crayons, or markers

20

READING

More Activities on back

DEVELOPING READERS AND WRITERS

Write About Reading • Analytical Writing

Write to Sources and Research

Note Taking, T35A

Key Details, T35B

Author's Purpose, T35G

Make Connections: Essential Question, T35H

Research and Inquiry, T44

Analyze to Inform/Explain, T47

Comparing Texts, T53, T63, T67, T73

Wonders
Grade 1
Unit 1

Teacher's Edition

Wonders
Your Turn

Key Details, pp. 5–7
Write About Reading, p. 10

Your Turn Practice Book

Class Party
by Rachel Tandy
We Like to Share
by Rachel Tandy
We Like to Share
by Rachel Tandy

Leveled Readers
Comparing Texts

Interactive Whiteboard

Writing Process • Independent Writing

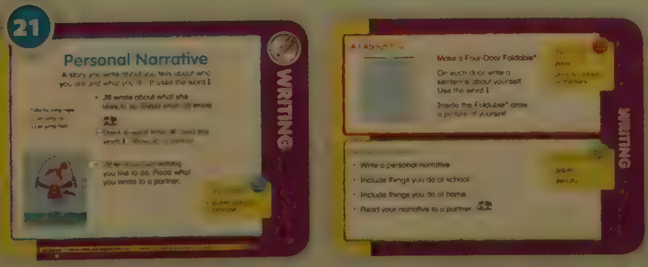
Narrative Text
Personal Narrative, T36–T37

Conferencing Routines
Peer Conferences, T42

Interactive Whiteboard

Wonders
Grade 1
Unit 1

Teacher's Edition


21
Personal Narrative
WRITING
WRITING

Leveled Workstation Card
Personal Narrative, Card 21

Writing Traits • Shared and Interactive Writing

Writing Trait: Ideas
Personal Narrative, T18

Conferencing Routines
Peer Conferences, T42

Wonders
Grade 1
Unit 1

Teacher's Edition

Wonders
Reading/Writing Workshop

Ideas: Sentences, pp. 26–27

Reading/Writing Workshop

1
Ideas: Focus on an Event
WRITING
WRITING

Leveled Workstation Card
Ideas: Focus on an Event, Card 1

Interactive Whiteboard

Grammar and Spelling

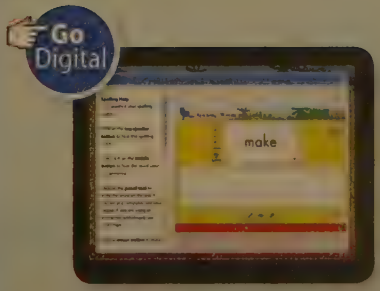
Grammar
Sentences, T19

Spelling
Words with Short *a* T14

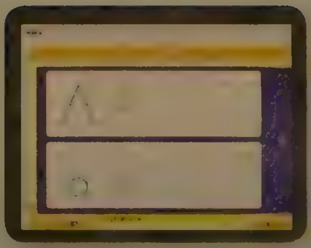
Interactive Whiteboard

Wonders
Grade 1
Unit 1

Teacher's Edition


Go Digital
make

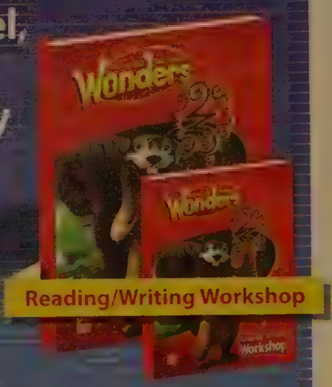
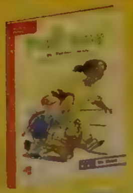
Online Spelling and Grammar Games



Handwriting

SUGGESTED LESSON PLAN

✓ TESTED SKILLS CCSS

		DAY 1	DAY 2
READING Whole Group	**Teach, Model, and Apply**  Reading/Writing Workshop	**Build Background** At School, T8–T9 **Oral Vocabulary Words** *learn, subjects,* T8 **Listening Comprehension** **Big Book** *This School Year Will Be the Best!,* T10 Strategy: Visualize, T11 **Word Work** T12–T15 Fluency: Sound-Spellings Phonological Awareness: Identify Rhyme Phonics/Spelling: Introduce Short *a* High-Frequency Words: *does, not, school, what* **Shared Reading** *Jack Can,* T16–T17 **Practice** Your Turn, p. 1	**Oral Language** At School, T20 **Oral Vocabulary Words** *common, object, recognize,* T20 **Listening Comprehension** Strategy: Visualize, T21 **Interactive Read-Aloud Cards** "Schools Around the World," T21 **Word Work** T22–T25 Fluency: Sound-Spelling Phonemic Awareness: Phoneme Isolation Phonics/Spelling: Review Short *a* Structural Analysis: Inflectional Ending *-s* High-Frequency Words: *does, not, school, what* **Shared Reading** *Jack Can,* T26–T27 ✓**Comprehension** •Genre: Realistic Fiction, T26 •Skill: Key Details, T27 **Practice** Your Turn, pp. 2–4
DIFFERENTIATED INSTRUCTION Choose across the week to meet your children's needs.			
Small Group	**Approaching Level** 	**Leveled Reader** *A Fun Day,* T52–T53 **Phonological Awareness** Identify Rhyme, T54 ② **Phonics** Connect *a* to /a/, T56 ② **High-Frequency Words** Review, T59	**Leveled Reader** *A Fun Day,* T52–T53 **Phonological Awareness** Phoneme Isolation, T54 ② **Phonics** Blend Words with Short *a,* T56 ② **High-Frequency Words** Reteach, T59 **Comprehension** Identify Details, T60 ②
	On Level 	**Leveled Reader** *We Like to Share,* T62–T63 **Phonics** Build Words with Short *a,* T64	**Leveled Reader** *We Like to Share,* T62–T63 **High-Frequency Words** Review Words, T64
	Beyond Level 	**Leveled Reader** *Class Party,* T66–T67 **Oral Vocabulary** Synonyms, T68	**Leveled Reader** *Class Party,* T66–T67 **Oral Vocabulary** Synonyms, T68
	English Language Learners 	**Shared Read** *Jack Can,* T70–T71 **Phonological Awareness** Identify Rhyme, T54 **Phonics** Connect *a* to /a/, T56 **Vocabulary** Preteach Oral Vocabulary, T74	**Leveled Reader** *We Like to Share,* T72–T73 **Phonological Awareness** Phoneme Isolation, T54 **Phonics** Blend Words with Short *a,* T56 **Vocabulary** Preteach ELL Vocabulary, T74
LANGUAGE ARTS Whole Group	**Writing** **Grammar**	**Shared Writing** Writing Trait: Ideas, T18 Personal Narrative, T18 **Grammar** •Sentences, T19 Mechanics: Sentence Capitalization, T19	**Interactive Writing** Writing Trait: Ideas, T28 Personal Narrative, T28 **Grammar** •Sentences, T29 Mechanics: Sentence Capitalization, T29

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WEEK 1

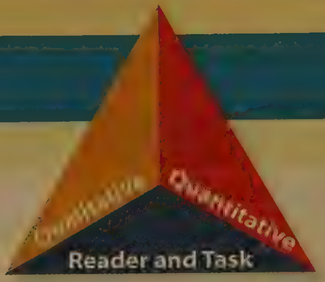
DAY 3	DAY 4	DAY 5 Review and Assess
		READING
Oral Language At School, T30 **Review Oral Vocabulary** *learn, subjects, common, object, recognize*, T30 **Listening Comprehension** **Big Book** *This School Year Will Be the Best!*, T31 •Strategy: Visualize, T31 •Retelling, T31 •Fluency: Phrasing, T31 **Word Work** T32–T35 Fluency: Sound-Spellings Phonemic Awareness: Phoneme Blending Phonics/Spelling: Blend Words with Short *a* Structural Analysis: Inflectional Ending *-s* High-Frequency Words: *does, not, school, what* **Close Reading** *Nat and Sam*, T35A–T35H Analytical Writing **Practice** Your Turn, pp. 5–7	**Oral Language** At School, T38 **Comprehension** Text Features: Photographs, T38 **Close Reading** "Rules at School," T39–T39B **Word Work** T40–T41 Fluency: Sound-Spellings Phonemic Awareness: Phoneme Isolation Phonics/Spelling: Build Words with Short *a* Structural Analysis: Inflectional Ending *-s* High-Frequency Words: *does, not, school, what* **Integrate Ideas** Research and Inquiry, T44–T45 **Practice** Your Turn, pp. 8–9	**Integrate Ideas** •Text Connections, T46 •Write About Reading, T47 Analytical Writing **Word Work** T48–T49 Fluency: Word Automaticity Phonemic Awareness: Phoneme Blending/ Segmentation Phonics/Spelling: Blend and Build Words with Short *a* Structural Analysis: Inflectional Ending *-s* High-Frequency Words: *does, not, school, what* **Practice** Your Turn, p. 10
		DIFFERENTIATED INSTRUCTION
Leveled Reader *A Fun Day*, T52–T53 **Phonological Awareness** Phoneme Blending, T55 **Phonics** Build Words with Short *a*, T57 **Structural Analysis** Review Inflectional Ending *-s*, T58 **Comprehension** Review Key Details, T61	**Leveled Reader** Paired Read: "We Share," T53 Analytical Writing **Phonological Awareness** Phoneme Segmentation, T55 **Phonics** Blend Words with Short *a*, T57 **Structural Analysis** Reteach Inflectional Ending *-s*, T58 **Comprehension** Read for Fluency, T60 TIER 2	**Leveled Reader** Literature Circles, T53 **Phonics** Build Fluency with Phonics, T57 **High-Frequency Words** Cumulative Review, T59 **Comprehension** Self-Selected Reading, T61
Leveled Reader *We Like to Share*, T62–T63 **Comprehension** Review Key Details, T65	**Leveled Reader** Paired Read: "Look at Signs," T63 Analytical Writing	**Leveled Reader** Literature Circles, T63 **Comprehension** Self-Selected Reading, T65
Leveled Reader *Class Party*, T66–T67 **Comprehension** Review Key Details, T69	**Leveled Reader** Paired Read: "Our Classroom Rules!," T67 Analytical Writing	**Leveled Reader** Literature Circles, T67 **Comprehension** Self-Selected Reading, T69
Leveled Reader *We Like to Share*, T72–T73 **Phonological Awareness** Phoneme Blending, T55 **Phonics** Build Words with Short *a*, T57 **Structural Analysis** Review Inflectional Ending *-s*, T58 **High-Frequency Words** Review Words, T75 **Writing** Writing Trait: Ideas, T76	**Leveled Reader** Paired Read: "Look at Signs," T73 Analytical Writing **Phonological Awareness** Phoneme Segmentation, T55 **Structural Analysis** Reteach Inflectional Ending *-s*, T58 **High-Frequency Words** Reteach Words, T75 **Grammar** Sentences, T77	**Leveled Reader** Literature Circles, T73 **Phonics** Blend Words with Short *a*, T57 **Spelling** Words with Short *a*, T76
		LANGUAGE ARTS
Independent Writing Writing Trait: Ideas, T36 Personal Narrative: Prewrite/Draft, T36–T37 **Grammar** •Sentences, T37 Mechanics: Sentence Capitalization, T37	**Independent Writing** Writing Trait: Ideas, T42 Personal Narrative: Revise/Proofread/Edit, T42–T43 **Grammar** •Sentences, T43 Mechanics: Sentence Capitalization, T43	**Independent Writing** Personal Narrative: Publish and Present, T50 **Grammar** •Sentences, T51 Mechanics: Sentence Capitalization, T51

DIFFERENTIATE TO ACCELERATE

ACT Scaffold to Access Complex Text

IF the text complexity of a particular selection is too difficult for children

THEN see the references noted in the chart below for scaffolded instruction to help children Access Complex Text.



TEXT COMPLEXITY

Big Book	Reading/Writing Workshop	Literature Anthology	Leveled Readers
This School Year Will Be the Best! **Lexile** 420	*Jack Can* **Lexile** BR	*Nat and Sam* **Lexile** BR "Rules at School" **Lexile** 180	**Approaching Level** **Lexile** BR **On Level** **Lexile** 60 **Beyond Level** **Lexile** 360 **ELL** **Lexile** 100
What Makes the Text Complex? • **Organization,** T31 • **Connections of Ideas,** T31 ACT *See Scaffolded Instruction in Teacher's Edition, T31.*	**What Makes the Text Complex?** **Foundational Skills** • Decoding with short *a*, T12–T13 • Reading words with inflectional ending *-s*, T23 • Identifying high-frequency words, T15 *See Scaffolded Instruction in Teacher's Edition, T12–T13, T15, and T23.*	**What Makes the Text Complex?** **Foundational Skills** • Decoding with short *a*, T32–T33 • Reading words with inflectional ending *-s*, T33 • Identifying high-frequency words, T35	**What Makes the Text Complex?** **Foundational Skills** • Decoding with short *a* • Reading words with inflectional ending *-s* • Identifying high-frequency words *does not school what* *See Level Up lessons online for Leveled Readers.*
The Introduce the Concept lesson on pages T8–T9 will help determine the reader's knowledge and engagement in the weekly concept. See pages T10–T11, T31, and T44–T47 for questions and tasks for this text.	The Introduce the Concept lesson on pages T8–T9 will help determine the reader's knowledge and engagement in the weekly concept. See pages T16–T17, T26–T27, and T44–T47 for questions and tasks for this text.	The Introduce the Concept lesson on pages T8–T9 will help determine the reader's knowledge and engagement in the weekly concept. See pages T35A–T35H, T39–T39B, and T44–T47 for questions and tasks for this text.	The Introduce the Concept lesson on pages T8–T9 will help determine the reader's knowledge and engagement in the weekly concept. See pages T52–T53, T62–T63, T66–T67, T72–T73, and T44–T47 for questions and tasks for this text.

Classroom Library Tradebooks: See pages T413–T415 for model lessons.

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Monitor and Differentiate

IF you need to differentiate instruction

THEN use the Quick Checks to assess children's needs and select the appropriate small group instruction focus.

Quick Check

Comprehension Strategy Visualize, T11

Comprehension Skill Key Details, T27

Phonics Words with Short *a*, T15, T25, T35, T41, T49

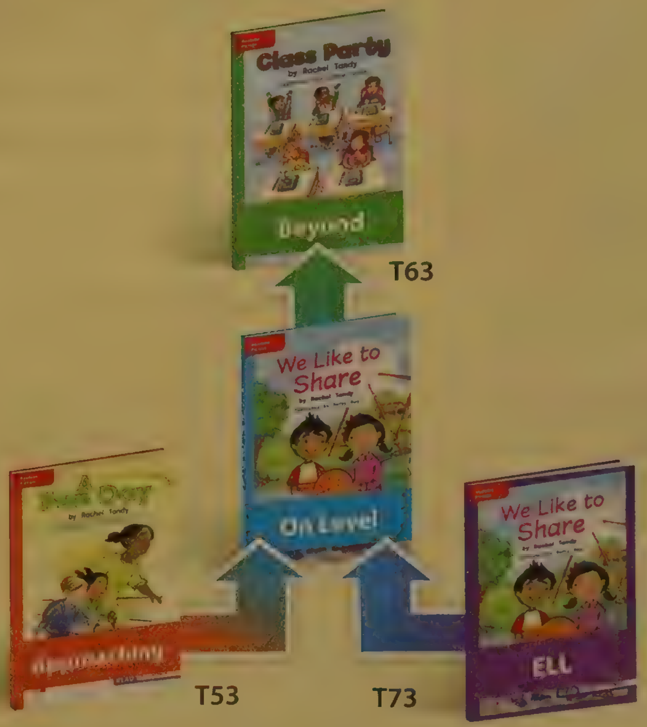
High-Frequency Words T15, T25, T35, T41, T49

If No →	Approaching Level	**Reteach** T52–T61
	ELL	**Develop** T70–T77
If Yes →	On Level	**Review** T62–T65
	Beyond Level	**Extend** T66–T69

Level Up with Leveled Readers

IF children can read their leveled text fluently and answer comprehension questions

THEN work with the next level up to accelerate children's reading with more complex text.



ENGLISH LANGUAGE LEARNERS SCAFFOLD

IF ELL students need additional support **THEN** scaffold instruction using the small group suggestions.

Shared Read	Leveled Reader	Phonological Awareness	Phonics	Words to Know	Writing	Spelling	Grammar
Jack Can, T70–T71	*We Like to Share,* T72–T73 "Look at Signs," T73	Identify Rhyme, T54 Phoneme Isolation, T54 Phoneme Blending, T55 Phoneme Segmentation, T55	Words with Short *a*, T56–T57 Structural Analysis, T58	*does, not, school, what,* T75	Ideas, T76	Words with Short *a*, T76	Sentences, T77

Note: Include ELL Students in all small groups based on their needs.

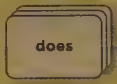
Materials

Reading/Writing Workshop
VOLUME 1

Reading/Writing Workshop Big Book
VOLUME 1

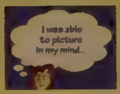
Literature Big Book
This School Year Will Be the Best!

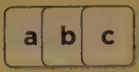
Visual Vocabulary Cards
learn subjects



High-Frequency Word Cards
does school
not what

Teaching Poster


Think Aloud Clouds



Word-Building Cards

Sound-Spelling Cards

Introduce the Concept

MINILESSON 5 Mins

Build Background

ESSENTIAL QUESTION

What do you do at your school?

Tell children that this week they will be talking and reading about things that happen at school.

Oral Vocabulary Words

Tell children that you will share some words that they can use as they discuss what they do at school. Use the Define/Example/Ask routine to introduce the oral vocabulary words **learn** and **subjects**.

Oral Vocabulary Routine **Visual Vocabulary Cards**

Define: When you **learn**, you gain knowledge or a new skill.

Example: You will learn many new things this year.

Ask: What special things would you like to learn to do?

Define: **Subjects** are the things you study at school, such as reading and science.

Example: Tim's favorite subjects are art and math.

Ask: What are your favorite subjects at school?

Discuss the theme of "At School" and explain that we do many special things at school. Have children name things that they do at school. *What do you learn at school? What subjects do you study?*

Reading/Writing Workshop Big Book

OBJECTIVES

CCSS Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). **SL.1.1a**

- Build background knowledge
- Discuss the Essential Question

ACADEMIC LANGUAGE

- *discuss, study*
- Cognates: *discutir, estudiar*

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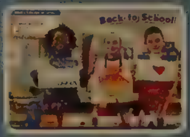
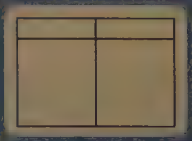
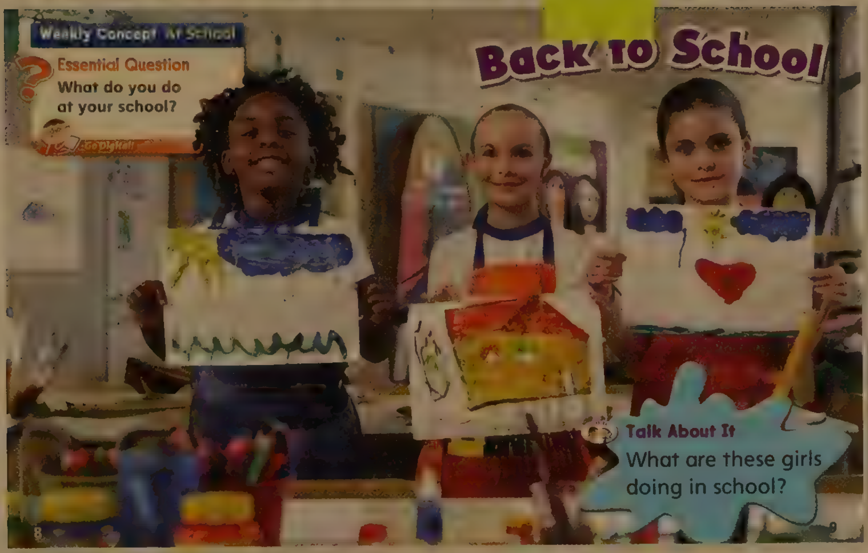

At School

Video

Visual Glossary


Graphic Organizer


Weekly Concept At School
Essential Question
What do you do at your school?
Go Digital!
Back to School
Talk About It
What are these girls doing in school?
8

READING/WRITING WORKSHOP, pp. 8–9

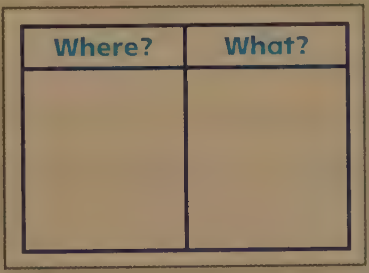
Talk About It: At School

Guide children to discuss what the children are doing.

- Where are the children?
- What are they doing? How do you think they might feel?

Use Teaching Poster 42 and prompt children to share details to complete the chart.

Have children look at page 9 of their Reading/Writing Workshop and do the Talk About It activity with a partner.



Where?	What?

Teaching Poster

Collaborative Conversations

Listen Carefully As children engage in partner, small-group, and whole-group discussions, encourage them to:

- always look at the speaker.
- respect others by not interrupting them.
- repeat others' ideas to check understanding.

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Use Visuals Point to the children in the photo. *These children are at school. Are they in a classroom?* Point to the pictures the girls are holding. *What did they make?*

Intermediate

Describe Ask children to describe what the children are doing. *Where are the children? Are they in a gym class or art class? What are they holding? Do you think they are happy or sad?*

Advanced/Advanced High

Discuss Have children elaborate on what the children in the photo are doing. *What are the children doing? How do you think they feel about their paintings?* Elicit more details to support children's answers.

Listening Comprehension

MINILESSON 10 Mins

Read the Literature Big Book

Connect to Concept: At School

Tell children that they will now read a story that takes place on the first day of school. In the story, children take turns making a wish for the new school year. Ask: *What do you think the children will wish for?*

Concepts of Print

Book Handling Tell children that the title, the name of the author, and the name of the illustrator are always listed on the front cover of a book. Show children how to hold the book right side up and how to track the print, pointing to each word as you read. Explain that each spoken word matches a written word. See prompts in the Big Book for modeling concepts of print.

Set a Purpose for Reading

- Display the Big Book.
- Read aloud the title, and the names of the author and the illustrator.
- Ask children to listen to the Big Book to find out what the children wish for.

Kay Winters
Renée Andriani
This School Year Will Be THE BEST!

Literature Big Book

OBJECTIVES

CCSS Demonstrate understanding of the organization and basic features of print. **RF.1.1**

- Reinforce concepts of print
- Develop concept understanding

ACADEMIC LANGUAGE

- *visualize, characters*
- Cognate: *visualizar*

Go Digital

This School Year Will Be THE BEST!

This School Year Will Be the Best!

I was able to picture in my mind...

Visualize

Strategy: Visualize

① **Explain** Tell children that as you read the Big Book, they can use the words and illustrations to visualize, or create pictures in their minds. This can help them understand the text.

Think Aloud Visualizing what is happening in the story can help you to better understand the text. When you visualize, you read the author's words and look at the illustrations. Then you close your eyes and create a picture in your mind of what is happening in the story. In your mind, you can see the characters, where they are, and what they are doing. Today, as we read *This School Year Will Be the Best!*, picture in your mind the characters, where they are, and what they are doing.

② **Model** As you read, use the Think Aloud Cloud to model applying the strategy.

Think Aloud Remember that you can visualize the story in your mind as you read. When I read "I'll bring my pet snake for show-and-tell," I am able to picture in my mind the snake in the classroom. I can see it slithering on the floor. I can imagine the surprised faces of the teacher and children and I can hear them gasp!

③ **Guided Practice** As you continue to read the Big Book, pause to help children visualize. Guide them in visualizing what the children wish for in the story. *Close your eyes and think about what we just read. What do you see?*

Respond to Reading

After reading, prompt children to share which wish they liked best and why. Discuss what they visualized when they read the wish.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Engage Display page 5 of the story. *Listen to the words and look at the picture. Then make a picture in your mind. In your mind, do you see a school bus? Do you see children on the bus?*

Intermediate

Describe Display page 5 of the story. *Use the words and illustration to make a picture in your mind. Can you describe what you see in your mind?*

Advanced/Advanced High

Explain Display page 5 of the story. *What do you do when you visualize? Look at page 5. What do you picture in your mind when you read the words "I hope I get the best seat on the bus"?*

Monitor and Differentiate

✓ Quick Check

Can children apply the visualize strategy?

⇩

Small Group Instruction

If No → Approaching Reteach pp. T52–53
ELL Develop pp. T70–73
If Yes → On Level Review pp. T62–63
Beyond Level Extend pp. T66–67

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *a, b, c, ck, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z.* Have children say the sounds.

MINILESSON 5 Mins

Phonological Awareness

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

- Identify rhyming words
- Apply phonics when decoding words with short *a*

Identify Rhyme

① **Model** Show children how to identify rhyming words. *I am going to say two words. If the two words rhyme, I will clap my hands. Listen:* fan, man. *Do* fan *and* man *rhyme? Yes! I'll clap my hands. They rhyme because they both end in the same sounds: /an/. Listen: /f/ /an/,* fan; */m/ /an/,* man. *What other words rhyme with* fan *and* man*? To figure that out, I need to think of words that end in /an/. I know one. The word* pan. *The word* pan *ends in /an/, so it rhymes with* fan *and* man.

② **Guided Practice/Practice** Have children practice identifying rhyming words. Do the first pair with them. *Now let's try it together. I will say two words. If the two words rhyme, clap your hands. What other words rhyme with these words?*

sad, bad
nap, pan
back, pack
mad, let
rag, flag
ham, him

Go Digital

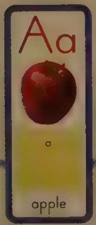
Phonological Awareness

Phonics

Handwriting

MINILESSON 10 Mins

Phonics



Sound-Spelling Card

Introduce Short *a*

① **Model** Display the *Apple* **Sound-Spelling Card**. Teach /a/ spelled *a* using *am* and *mat*. Model writing the letter *a*. Use the handwriting models provided. *This is the* Apple *Sound-Spelling Card. The sound is /a/. The /a/ sound is spelled with the letter* a. *Say it with me: /aaa/. This sound is at the beginning of the word* apple. *Listen: /aaapəl/,* apple. *I'll say /a/ as I write the letter several times.*

② **Guided Practice/Practice** Have children practice connecting the letter *a* to the sound /a/ by writing it. *Now do it with me. Say /a/ as I write the letter* a. *This time, write the letter* a *five times as you say the /a/ sound.*

SKILLS TRACE

SHORT *a*

Introduce	Unit 1 Week 1 Day 1
Review	Unit 1 Week 1 Days 2, 3, 4, 5
Assess	Unit 1 Week 1

Blend Words with Short *a*

① **Model** Display **Word-Building Cards** *m, a, p*. Model how to blend the sounds. *This is the letter* m. *It stands for /m/. This is the letter* a. *It stands for /a/. This is the letter* p. *It stands for /p/. Listen as I blend these sounds together: /maaap/. Say it with me.*

Continue by modeling the words *man, bad,* and *tap*.

② **Guided Practice/Practice** Display the Day 1 Phonics Practice Activity. Read each word in the first row, blending the sounds; for example, /aaat/. The word is *at*. Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

at	sat	cat	can	cap	Nan
sad	Sam	bat	rat	ax	Max
has	hat	Nat	pan	pack	Jack
fat	lap	tan	ran	bag	back

Pam has a mat.

The cat can nap.

Nat ran back.

Also online

Day 1 Phonics Practice Activity

Corrective Feedback

Sound Error Model the sound that children missed, then have them repeat the sound. Say: *My turn*. Tap under the letter and say: *Sound? /a/. What's the sound?* Return to the beginning of the word. Say: *Let's start over.* Blend the word with children again.

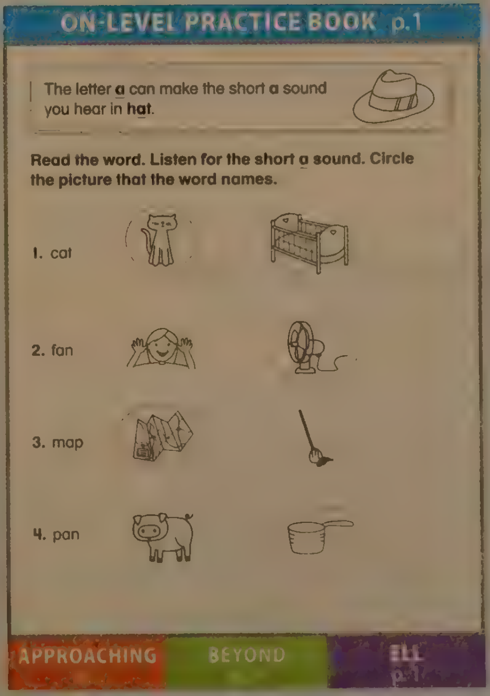
Daily Handwriting

Throughout the week teach uppercase and lowercase letters *Aa* using the Handwriting models.

ENGLISH LANGUAGE LEARNERS

Phonemic Awareness: Minimal Contrasts Focus on articulation. Say /a/ and note your mouth position. Have children repeat. Use Sound-Spelling Cards. Repeat for /i/. Have children say both sounds, noticing the differences. Continue with *bag/big, pack/pick, ham/him*.

Phonics: Variations in Language In some languages, including Cantonese and Khmer, there is no direct transfer for /a/. Emphasize /a/, and show correct mouth position. Practice with Approaching Level phonics lessons.



ON-LEVEL PRACTICE BOOK p.1

The letter **a** can make the short a sound you hear in **hat**.

Read the word. Listen for the short a sound. Circle the picture that the word names.

1. cat
2. fan
3. map
4. pan

APPROACHING BEYOND ELL p.1

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review previously taught high-frequency words: *here, me, this, what, help, too, play, has, where, both, who, good, come, does.*

Spelling

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

Words with Short *a*

Dictation Use the Spelling Dictation routine to help children transfer their growing knowledge of sound-spellings to writing. Follow the Dictation routine.

Pretest After dictation, pronounce each spelling word. Read the sentence and pronounce the word again. Ask children to say each word softly, stretching the sounds, before writing it. After the pretest, display the spelling words and write each word as you say the letter names. Have children check their words.

man	The **man** wanted a glass of water.
can	I **can** tie my shoelaces.
nap	Dan took a **nap** because he was tired.
tap	Did you **tap** your pencil on the desk?
cat	She has a **cat** for a pet.
hat	Wear a **hat** to keep warm.
not	It is **not** time for lunch.
does	What **does** a doctor do?

For Approaching Level and Beyond Level children, refer to the Differentiated Spelling Lists for modified lists.

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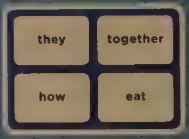
Spelling Word Routine



High-Frequency Word Routine

ENGLISH LANGUAGE LEARNERS

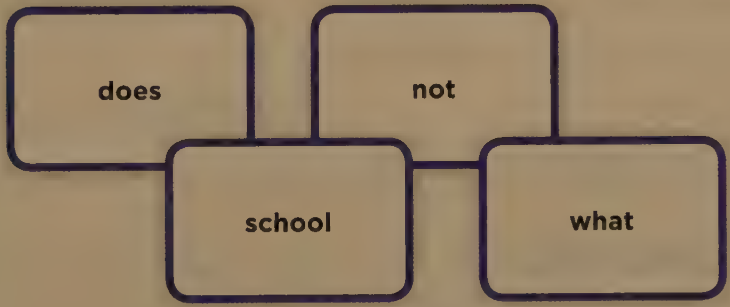
Pantomime Review the meanings of these words by using pictures, pantomime, or gestures when possible. Have children repeat or act out the word.

High-Frequency Words

does, not, school, what

① **Model** Display the **High-Frequency Word Cards** *does, not, school,* and *what*. Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *does. This is the word* does. *Say it with me:* does. *Max does his homework every day.*
- **Spell** *The word* does *is spelled* d-o-e-s. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* d-o-e-s.
- Follow the same steps to introduce *not, school,* and *what*.
- As children spell each word with you, point out the irregularities in sound-spellings, such as the /k/ sound spelled *ch* in the word *school*.
- Have partners create sentences using each word.



High-Frequency Word Cards

② **Guided Practice** Have children read the sentences. Prompt them to identify the high-frequency words in connected text and to blend the decodable words.

1. **Does** a cat nap?
2. Pam is **not** sad.
3. I like **school**.
4. **What** can you see?

Monitor and *Differentiate*

Quick Check

Can children read and decode words with short *a*?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T56–T59
	ELL	Develop pp. T74–T77
If Yes →	On Level	Review pp. T64–T65
	Beyond Level	Extend pp. T68–T69

Shared Read

MINILESSON 10 Mins

Read *Jack Can*

Reading/Writing Workshop Big Book and Reading/Writing Workshop

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Understand realistic fiction genre

ACADEMIC LANGUAGE

events, characters

Model Skills and Strategies

Tell children that you will now read a selection called *Jack Can.*

As we read, look for the words does, not, school, *and* what. *Look for words in which the letter* a *stands for the /a/ sound.*

Story Words Display the word *helps*. Spell the word and model reading it. Tell children that they will be reading the word in the selection.

Guide children in reading *Jack Can*. Point out the high-frequency words and words in which *a* stands for /a/.

Genre: Realistic Fiction Tell children that *Jack Can* is realistic fiction. Tell children that realistic fiction:

- is an invented story with imaginary characters and events.
- could happen in real life.
- is not true, but could be based on real events.

Connect to Concept

ESSENTIAL QUESTION

COLLABORATE Read together the Essential Question on page 14 of the Reading/Writing Workshop. Discuss what Jack and the other children do at school. Guide children to connect what they have read to the Essential Question: *What do you do at your school?*

Go Digital

Jack Can

Jack Can

Genre Realistic Fiction
Essential Question
What do you do at your school?
Read about what friends can do at school.
Jack Can
Max can.
Can Jack? Jack can.
Max can. Can Jack?
Jack can not.
We like
Jack is sad.
What does Nan do?
Nan helps Jack!
Jack likes school.
We like School

READING/WRITING WORKSHOP, pp. 14–23
Lexile BR

Partner Reading

Have partners use their Reading/Writing Workshop to review the skills and strategies.

- Remind children that as they reread *Jack Can* they can visualize the events of the story.
- Have children use pages 10–11 to review high-frequency words *does, not, school, what.*
- Have children use pages 12–13 to review that the letter *a* can stand for the sound /a/. Guide them to blend the sounds to read the words.
- Have children reread *Jack Can* with a partner. Guide them to apply the skills and strategies. Ask children to name features of the selection that tell them it is realistic fiction.

Language Arts

MINILESSON 5 Mins

Shared Writing

OBJECTIVES

CSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

CSS Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **L.1.1j**

ACADEMIC LANGUAGE

sentence, capital

Writing Trait: Ideas

1. **Model** Tell children that they will now reread *Jack Can*, paying attention to the idea the author chose to write about. Explain: *Writers think of an idea to write about. They can write a story about one main event.*

2. **Guided Practice/Practice** Reread *Jack Can.* Point out how the story is about an event that happens at school. Ask: *What is the main event in the story? What might the author's idea have been for the story?*
   - Prompt children to understand that the author's idea was to write about what happens to a boy at school. The author picked an event to write about.

Personal Narrative

Focus and Plan Tell children that this week they will be writing about what happened to them on the first day of school. Explain that the sentences they write will be a retelling of actual events that happened to them.

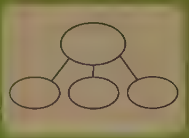
COLLABORATE

Brainstorm Create a Word Web using Teaching Poster 40 to help children brainstorm ideas to write about the first day of school. Write "What happened on the first day of school?" in the center circle. Record children's ideas on the web, writing each idea as a complete sentence. Point out that each sentence begins with a capital letter.

Write Tell children that you will work together to write about something that happened on the first day of school. Model writing sentences based on an idea from the web. Say: *First we need to think of an idea to write about. We will write about something that happened on the first day of school. Then we can think of an event. Let's write a sentence about the event:* Something funny happened on the playground on the first day of school. *Next, let's tell what happened. Remember, every detail we write will be about the event that happened on the playground. What happened first?*

Work together to write sentences that tell details related to the event.

Go Digital



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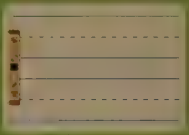


Writing

Grammar

MINILESSON 5 Mins

Grammar

Sentences

① **Model** Tell children that a sentence is a group of words that tells a whole idea.

Display the following sentences:

Jan can play at school.

I like to play tag.

Explain that a sentence begins with a capital letter and ends with a punctuation mark. Point out the capital letters and periods.

② **Guided Practice/Practice** Display the sentences below and read them aloud. Prompt children to chorally reread them with you. Have pairs of children circle the errors in the sentences. Help children correct the errors to make complete sentences.

the cat plays with the bag. (The cat plays with the bag.)

Little hat. (complete the sentence)

I see a tan bat (I see a tan bat.)

COLLABORATE

Talk About It Have partners work together to orally generate complete sentences while discussing *Jack Can*. Challenge them to take turns retelling the story in complete sentences.

Mechanics: Sentence Capitalization

① **Model** Remind children that a sentence always begins with a capital letter.

② **Guided Practice** Prompt children to correct each sentence.

matt ran to the school. (Matt ran to the school.)

my school bag is fat. (My school bag is fat.)

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Demonstrate Comprehension Point to the two odel sentences. *Does a sentence begin with a capital letter? Point to the capital letter. Is a sentence about one whole idea?* Restate responses in complete sentences.

Intermediate

Explain Display the two Model sentences. *Point to the beginning of each sentence. How does each sentence begin? What is at the end of a sentence?* Allow children ample time to respond.

Advanced/Advanced High

Expand Display the Guided Practice sentences. *What is wrong with the first sentence? Why isn't the second one a sentence? What is missing from the last sentence?* Restate children's responses.

Daily Wrap Up

- Review the Essential Question and encourage children to discuss using the new oral vocabulary words. Ask: *What do you like to do at school?*
- Prompt children to share what skills they learned. Ask: *How do these skills help you read?*

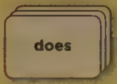
DAY 2

Materials

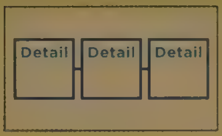
Reading/Writing Workshop
VOLUME 1

Reading/Writing Workshop Big Book
UNIT 1

Visual Vocabulary Cards
common object subjects
learn recognize

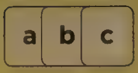


High-Frequency Word Cards
does not school what

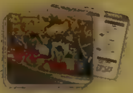


Teaching Poster

Spelling Word Cards



Word-Building Cards



Interactive Read-Aloud Cards

Sound-Spelling Cards

Build the Concept

MINILESSON 5 Mins

Oral Language

OBJECTIVES

CSS Ask questions to clear up any confusion about the topics and texts under discussion. **SL.1.1c**

- Develop oral language
- Discuss the Essential Question

ACADEMIC LANGUAGE

- *information, illustrations*
- Cognates: *información, ilustraciones*

ESSENTIAL QUESTION

COLLABORATE

Remind children that this week you have been talking and reading about what they do at school. Remind them of the children displaying their artwork in the photograph and the things Jack does at school. Guide children to discuss the Essential Question using information from what they read on Day 1.

Oral Vocabulary Words

Review the oral vocabulary words *learn* and *subjects* from Day 1. Use the Define/Example/Ask routine to introduce the oral vocabulary words *common, object,* and *recognize*. Prompt children to use the words as they discuss what they do at school.

Oral Vocabulary Routine

Define: **Common** means "normal" or "ordinary."

Example: Cars are a common sight on city streets.

Ask: Which is common: a dog wearing shoes or a dog wearing a collar?

Define: An **object** is a thing or an item.

Example: There are many objects in my backpack, such as a book and a pencil.

Ask: What objects are in your backpack?

Define: If you **recognize** something, you remember it because you have seen it before.

Example: When Tim put on his mask, his friends could not recognize him.

Ask: Do you recognize people you already know, or people you have never met?

Visual Vocabulary Cards

Go Digital

Visual Glossary

"Schools Around the World"

Listening Comprehension

MINILESSON 5 Mins

Read the Interactive Read Aloud

Strategy: Visualize

Remind children that they can use the words and photographs in the story to create a picture in their minds. Model the strategy using the Think Aloud Cloud.

"Schools Around the World"

When I read, I can visualize the information in the selection. That helps me better understand what I am reading. I will pay attention to the words and photographs. Then I'll close my eyes and create a picture in my mind.

Tell children that you will be reading true facts and details about schools around the world. Display the Interactive Read-Aloud Cards as you read "Schools Around the World."

- Pause to model using the strategy, explaining what you are picturing in your mind. As you read, prompt children to close their eyes and visualize the information. Guide them to share what they see in their minds.

Make Connections

COLLABORATE

Guide children to discuss what they learned about schools in different parts of the world. *How are schools in other countries the same as our school? How are they different?*

ELL

ENGLISH LANGUAGE LEARNERS

Non-verbal Cues Remind children that they can use non-verbal cues to share information when they are not able to do so verbally. Encourage children to use pantomime or draw.

Heritage Imagestate/Glowimages

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *a, b, c, ck, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z.* Have children say the sounds. Repeat, and vary the pace.

Phonemic Awareness

OBJECTIVES

CSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

CSS Decode regularly spelled one-syllable words. **RF.1.3b**

CSS Read words with inflectional endings. **RF.1.3f**

Phoneme Isolation

1. **Model** Show children how to isolate a phoneme in a word. *Listen carefully as I say a word: /aaat/. What is the first sound in* at? */aaa/ That's right. The word* at *has the /aaa/ sound at the beginning.*

2. **Guided Practice/Practice** Have children practice isolating initial phonemes. Do the first one together. *I am going to say more words. Tell me the first sound you hear in each word.*

as	am	up	sit	jump
mad	ax	an	big	not

Phonics

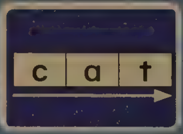
Review Short *a*

1. **Model** Display the *Apple* **Sound-Spelling Card**. Review the sound /a/ spelled *a* using the words *an* and *sad*.

2. **Guided Practice/Practice** Have children practice connecting the letter and sound. Point to the Sound-Spelling Card. *What is this letter? What sound does it stand for?*

Go Digital

Phonemic Awareness



Phonics

I __ the jar.
fill
fills
filling

Structural Analysis

Handwriting

Blend Words with Short *a*

① **Model** Display **Word-Building Cards** *s, a, t* to form the word *sat.* Model how to generate and blend the sounds to say the word. *This is the letter* s. *It stands for /s/. This is the letter* a. *It stands for /a/. This is the letter* t. *It stands for /t/. Listen as I blend these sounds together: /sssaaat/. Say it with me:* sat.

Continue by modeling the words *mat, can,* and *bag.*

② **Guided Practice/Practice** Repeat the routine with children with *am, cap, man, pan, ram, nap, ran, rat, sad, has, tap, pat.*

Build Words with Short *a*

① **Model** Display the Word-Building Cards *n, a, p.* Blend: /n/ /a/ /p/, /nnnaaap/, *nap.*

Replace *n* with *t* and repeat with *tap.*

Change *p* to *n* and repeat with *tan.*

② **Guided Practice/Practice** Continue with *man, pan, pat, rat, ram, am, at, mat, sat, sap.* Guide children to build and blend each word.

Structural Analysis

Inflectional Ending -*s*

① **Model** Write and read aloud *tap* and *taps*. Underline the -*s*. Tell children that we add -*s* to an action word when it follows a naming word that names people or things, like *he, she,* or *it*. For example: *I tap my pencil. He taps his pencil. The dog taps his tail.*

Say *tap* and *taps* again and have children listen for the /s/ sound at the end of *taps*. Then write and say *tag* and *tags*. Point out that the letter *s* at the end of a word can also stand for the /z/ sound as in *tags*. Use each word in a sentence.

② **Guided Practice/Practice** Write the following words on the board: *pat, nap, wag, pack*. Have children add -*s* to each word and then use each word in a sentence.

ENGLISH LANGUAGE LEARNERS

Build Vocabulary Review the meanings of example words that can be explained or demonstrated in a concrete way. For example, ask children to point to where they would wear a *cap*. Model the actions for *tap* and *sad* by tapping on the desk and exaggerating a frown. Say, *I tap on the desk* and *I look sad,* and have children repeat. Provide sentence starters such as "He has a ____." for children to complete. Correct grammar and pronunciation as needed.

Word Work

Quick Review

High-Frequency Words: Read, Spell and Write to review this week's high-frequency words: *does, not, school, what.*

Spelling

OBJECTIVES

Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

Word Sort with *-an, -ap, -at*

① **Model** Display the **Spelling Word Cards** from the Teacher's Resource Book, one at a time. Have children read each word, listening for short *a* and the ending sound.

Use cards for *fan, lap,* and *sat* to create a three-column chart. Say each word and pronounce the sounds: /f/ /a/ /n/; /l/ /a/ /p/; /s/ /a/ /t/. Say each word again, emphasizing the short *a* plus final consonant sound. Ask children to chorally spell each word.

② **Guided Practice/Practice** Have children place each Spelling Word Card in the column with the words containing the same final sounds and spellings.

When completed, have children chorally read the words in each column. Then call out a word. Have a child find the word card and point to it as the class chorally spells the word.

ANALYZE ERRORS/ARTICULATION SUPPORT

Use children's pretest errors to analyze spelling problems and provide corrective feedback. For example, some children will leave out the vowel letter.

Use the **Response Boards** to help children segment the word and attach a spelling to each sound. For example, say *man* as you stretch the sounds: /mmmaaannn/. Have children repeat. Then model how to drag one counter onto each box as you go from sound to sound. Have children repeat.

Then remove the first counter. Ask: *What is the first sound in* man? (/m/) *That's right. The word* man *begins with the* /m/ *sound. Let's write the letter* m *in the first box. We write the letter* m *when we hear the* /m/ *sound.* Continue with the remaining sounds and letters in the word. Highlight the middle /a/ sound. Repeat with the rest of the spelling words.

ENGLISH LANGUAGE LEARNERS

Provide Clues Practice spelling by helping children generate more words with medial short *a* patterns. *Think of a word that starts with* p *and rhymes with* man. Write the word and have children practice reading it. Correct their pronunciation if needed.

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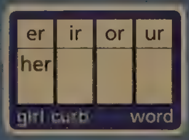
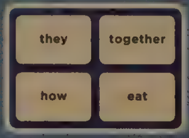


Spelling Word Sort



High-Frequency Word Routine

MINILESSON 5 Mins

High-Frequency Words

does, not, school, what

① **Guided Practice** Say each word and have children Read/Spell/Write it. Ask children to close their eyes, picture the word in their minds, and write it the way they see it. Display the high-frequency words for children to self-correct.

- Point out irregularities in sound-spellings, such as the /z/ sound spelled *s* at the end of *does*.

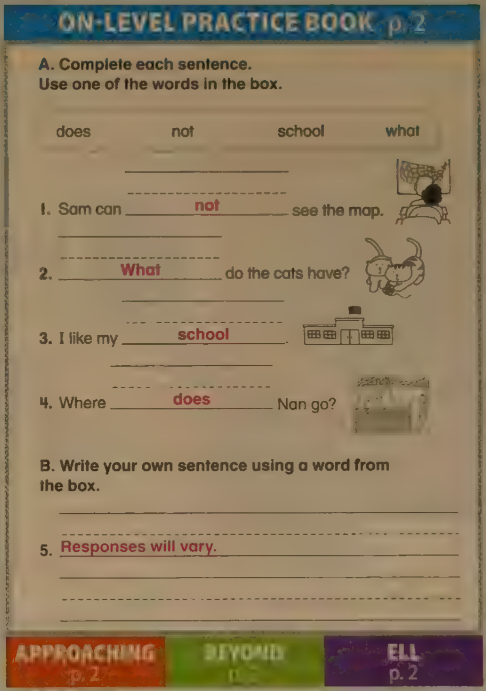
② **Practice** Add the high-frequency words *does, not, school,* and *what* to the cumulative word bank.

COLLABORATE

- Have children work with a partner to create sentences using the words.
- Have children look at the words and compare their sounds and spellings to words from previous weeks.
- Suggest that they write about what they do at school.

Cumulative Review Review last week's words using the Read/Spell/Write routine.

- Repeat the above routine, mixing the words and having children chorally say each one.



ON-LEVEL PRACTICE BOOK p. 2

A. Complete each sentence.
Use one of the words in the box.

does not school what

1. Sam can not see the map.
2. What do the cats have?
3. I like my school.
4. Where does Nan go?

B. Write your own sentence using a word from the box.

5. Responses will vary.

APPROACHING p. 2 | BEYOND p. 2 | ELL p. 2

Monitor and Differentiate

✓ Quick Check

Can children read and decode words with short *a*?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T56–T59
	ELL	Develop pp. T74–T77
If Yes →	On Level	Review pp. T64–T65
	Beyond Level	Extend pp. T68–T69

Comprehension

CLOSE READING

MINILESSON 10 mins

Reread *Jack Can*

Genre: Realistic Fiction

① **Model** Tell children they will now reread the realistic fiction selection *Jack Can*. Explain that as they read they will look for information in the text to help them understand the selection.

Review the characteristics of realistic fiction. It:

- is an invented story with imaginary characters and events.
- could happen in real life.
- has a beginning, a middle, and an end.

Tell children that, like most stories, realistic fiction has a clear beginning, middle, and end. *At the beginning of the story, we learn where the story takes place and who some of the characters are. In the middle and the end of the story, something usually happens to the main character.* Paying attention to what happens in each part of the story can help children understand the story.

Display pages 16 and 17. Say: *This is the beginning of the story. I see children and a teacher in the illustration. It looks like they are at school. The words tell me that there is a boy named Max and a boy named Jack. Now I know where the story takes place and who some of the characters are.*

② **Guided Practice/Practice** Display pages 18 and 19 of *Jack Can*. Point to Jack. Say: *This is the middle of the story. What is happening to Jack? As we read, pay attention to what happens in the end of the story.*

Reading/Writing Workshop Big Book and Reading/Writing Workshop

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OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

Understand realistic fiction genre

ACADEMIC LANGUAGE

- *realistic fiction, text, key details*
- Cognates: *ficción realista, texto*

SKILLS TRACE

KEY DETAILS

Introduce Unit 1 Week 1

Review Unit 1 Weeks 2, 3, 4, 5

Assess Unit 1 Week 1

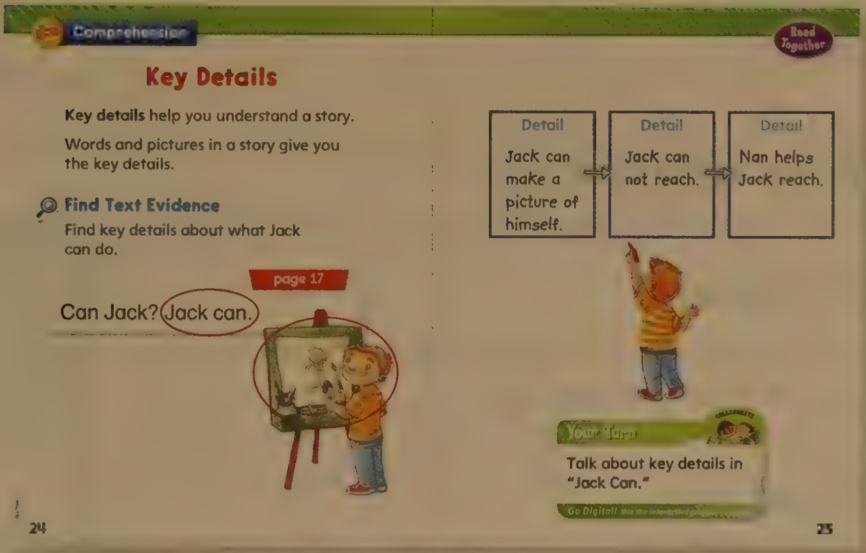
Go Digital

Jack Can

Genre

Key Details

Skill: Key Details



Comprehension

Read Together

Key Details

Key details help you understand a story.

Words and pictures in a story give you the key details.

Find Text Evidence

Find key details about what Jack can do.

page 17

Can Jack? Jack can.

Detail	Detail	Detail
Jack can make a picture of himself.	Jack can not reach.	Nan helps Jack reach.

Your Turn

Collaborate

Talk about key details in "Jack Can."

Go Digital!

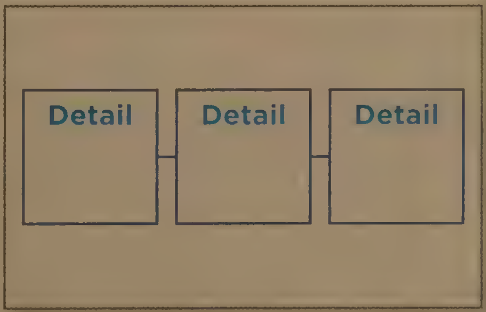
24

25

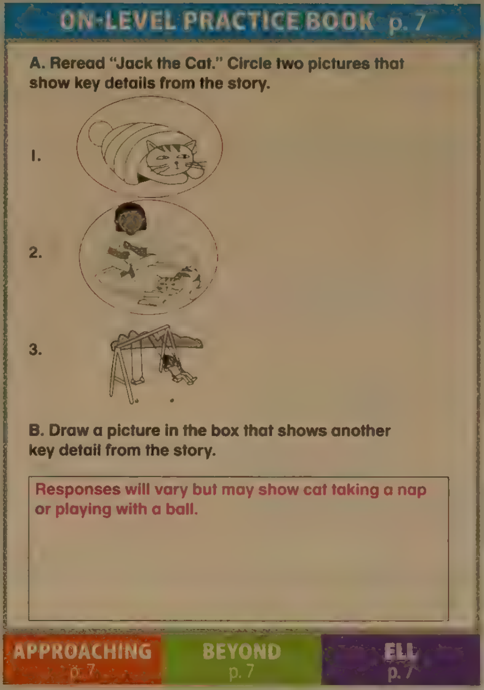
Reading/Writing Workshop, pp. 24–25

① **Model** Tell children that when they read realistic fiction they can use the text and the illustrations to find the key details. Have children look at pages 24–25 in their Reading/Writing Workshop. Read together the definition of Key Details. *A detail is a piece of information about something. Key details help you understand a story. Words and pictures in a story give you the key details.*

② **Guided Practice/Practice** Read together the Find Text Evidence section and model finding a key detail in *Jack Can*. Point out the details added to the graphic organizer. *On page 17, we can find a detail in the text about what Jack can do. The illustration shows Jack drawing a picture of himself, and the text says "Jack Can." That means that Jack can draw a picture of himself. This is a key detail. Can you find a key detail about what Jack cannot do?*



Teaching Poster



ON-LEVEL PRACTICE BOOK p. 7

A. Reread "Jack the Cat." Circle two pictures that show key details from the story.

1.

2.

3.

B. Draw a picture in the box that shows another key detail from the story.

Responses will vary but may show cat taking a nap or playing with a ball.

APPROACHING p. 7 | BEYOND p. 7 | ELL p. 7

Monitor and Differentiate

Quick Check

Can children identify key details?

Small Group Instruction

If No →	Approaching	Reteach pp. T60–T61
	ELL	Develop pp. T74–T77
If Yes →	On Level	Review p. T65
	Beyond Level	Extend p. T69

Language Arts

MINILESSON 5

Interactive Writing

OBJECTIVES

CSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

CSS Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **L.1.1j**

ACADEMIC LANGUAGE

- *sentence, idea*
- Cognate: *idea*

Writing Trait: Ideas

Review Tell children that writers come up with one idea to write about. They can write a story about one event.

Personal Narrative

Discuss Guide children to think of something that happened in the classroom on the first day of school, such as: *We listened to a story.* Prompt children to brainstorm ideas. Record the details for each idea on a Word Web using Teaching Poster 40.

Model/Apply Grammar Tell children that they will be working together to write sentences about their idea. Remind them that a sentence is a group of words that tells a whole idea. Remind them that a sentence begins with a capital letter and ends with a punctuation mark.

→ Write the sentence starter:

We _____ at school.

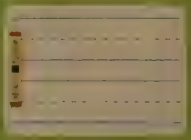
Point out that the sentence begins with a capital letter. Model completing the sentence and ending it with a period. Point out the ending punctuation mark.

Write Collaborate with children to write sentences about a topic. Guide them to use the Word Web to get ideas. Work together to write sentences that tell details about the topic. Remind children to listen for the sounds in each word. As children create sentences, share the pen.

Apply Writing Trait Review with children the sentences you wrote together on Day 1. Remind them how all of the sentences focus on a single event. Discuss with children how the sentences they wrote today focus on a single event—what they did on the first day of school.

Go Digital

Graphic Organizer


Writing

Grammar

MINILESSON 5 Mins

Grammar

Sentences

1 Review Remind children that a sentence is a group of words that tells a whole idea.

Write the following sentences:

Max ran to the cat.

The van can go.

Read the sentences aloud and have children chorally repeat. Guide children to see that these are complete sentences because they each tell a whole idea.

2 Guided Practice Write complete and incomplete sentences. Read each sentence and ask: *Is this a sentence? Why or why not?*

Pam has a pal.

A map

he can see the school

The cat sat with me

3 Practice Once children identify the complete sentences, have them copy those sentences, starting each with a capital letter and ending with a punctuation mark.

COLLABORATE **Talk About It** Have partners discuss how to make the incomplete sentences complete.

Mechanics: Sentence Capitalization

1 Review Remind children that a sentence always begins with a capital letter.

2 Practice Display sentences without capitalization. Read each aloud. Have children work together to fix the sentences.

my dad is not sad. (My dad is not sad.)

the cat is tan. (The cat is tan.)

ELL

ENGLISH LANGUAGE LEARNERS

Explain Ask children to underline the first word in each sentence and circle the first letter in the word. Have children orally complete the sentence frame *A sentence begins with ____.*

Find Beginnings of Sentences Have children point to the first word in each sentence on page 4 of *This School Year Will Be the Best!* Ask: *How do you know where this sentence begins?*

Daily Wrap Up

- Discuss the Essential Question and encourage children to use the oral vocabulary words. Ask: *What do you do during the school day?*
- Prompt children to discuss what they learned today by asking, *How will the skills you learned help you read and write?*

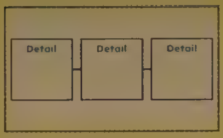
Materials

Reading/Writing Workshop
VOLUME 1

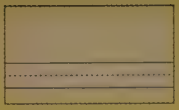
Literature Anthology
VOLUME 1

Literature Big Book
This School Year Will Be the Best!

Visual Vocabulary Cards
common
does
learn
not
object
recognize
school
subjects
what

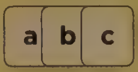


Teaching Poster



Response Board

Spelling Word Cards



Word-Building Cards

Build the Concept

Oral Language

OBJECTIVES

CCSS Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.2**

CCSS Read grade-level text orally with accuracy, appropriate rate, and expression. **RF.1.4b**

Visualize story events

ACADEMIC LANGUAGE

- *pause, punctuation, retell*
- Cognate: *puntuación*

ESSENTIAL QUESTION

Remind children that this week you are talking and reading about things that happen at school. Remind them of the children making wishes for the new school year, Jack's problem at school, and the information about schools around the world. Guide children to discuss the question using information from what they have read and talked about throughout the week.

Review Oral Vocabulary

Review the oral vocabulary words *learn, subjects, common, object,* and *recognize* using the Define/Example/Ask routine. Encourage children to discuss what they do at school when coming up with examples for each word.

Visual Vocabulary Cards

Go Digital

Visual Glossary

This School Year Will Be the Best!

Retell

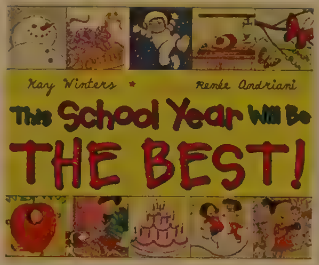
Listening Comprehension

CLOSE READING

MINILESSON 10

Reread Literature Big Book

Strategy: Visualize



Literature Big Book

Remind children that as they read they can use the words of the story and the illustrations to help create a picture in their minds. This can help them understand what is happening in the story. *As we reread* This School Year Will Be the Best!, *pay attention to the words and illustrations so you can visualize the characters and what they wish for.*

Read aloud *This School Year Will Be the Best!* Pause to model visualizing. Prompt children to use text evidence to identify key details.

Model Retelling

Pause to retell portions of the selection. *I can put the story events in my own words. So far, I have read how all the children sat on the rug with the teacher. Then the teacher asked them what they wished for the school year.*

- After reading, model retelling the entire selection, using your own words to tell the important events in the correct order. Point out that using the word and illustrations to visualize what you read can help you to retell the story.

Model Fluency

Phrasing Turn to page 4 of *This School Year Will Be the Best!* Point to the periods, the comma, and the question mark on the page. Explain that all of these markings represent pauses that you should take when reading the text. *When you read, you should pause, or stop for a moment, when you come to a punctuation mark.*

- Read aloud page 4 with slightly exaggerated phrasing. Have children identify the punctuation marks and then reread the passage chorally. Repeat the reading to give children more practice with natural phrasing.

ELL

ENGLISH LANGUAGE LEARNERS

Retell Guide children to retell by using a question prompt on each page. *What does the first girl wish for?* Provide sentence starters for children to complete orally. *The girl wishes she will get the ____ on the ____.*

ACT

Access Complex Text

If the complexity of the text makes it hard for children to read, use the Access Complex Text prompts.

Organization The story does not have a traditional plot or a single main character. Children may have trouble following what is happening.

- Guide children to understand that there are many different children in the story, and each one makes a wish. Each illustration shows a different child's wish.

Connections of Ideas The connection of ideas between pages is not clearly stated. Children may need help in making connections.

- Point out that each child has a different wish, but all are related to the school year.

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** a, b, c, ck, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z. Have children say the sounds.

OBJECTIVES

CCSS Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **RF.1.2b**

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Read words with inflectional endings. **RF.1.3f**

MINILESSON 5

Phonemic Awareness

Phoneme Blending

1. **Model** Place markers on the **Response Board** to represent sounds. Show children how to orally blend phonemes. *I'm going to put one marker in each box as I say each sound. Then I will blend the sounds to form a word.* Place a marker for each sound as you say: /s/ /a/ /d/. Then say: *This word has three sounds: /s/ /a/ /d/. Listen as I blend these sounds to form a word: /saaad/,* sad. *The word is* sad.

2. **Guided Practice/Practice** *Let's do some together. Place a marker for each sound you hear. I will say one sound at a time. Then we will blend the sounds to say a word.* Do the first three with children.

/a/ /t/
/a/ /n/
/m/ /a/ /p/
/s/ /a/ /t/
/f/ /a/ /n/
/t/ /a/ /p/
/m/ /a/ /t/
/m/ /a/ /n/
/n/ /a/ /p/

MINILESSON 5

Phonics

Blend Words with Short *a*

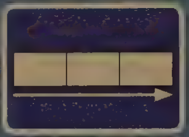
1. **Model** Display **Word-Building Cards** *p, a, n*. Model how to blend the sounds. *This is the letter* p. *It stands for /p/. This is the letter* a. *It stands for /a/. This is the letter* n. *It stands for /n/. Let's blend all three sounds: /paaannn/. The word is* pan.

   Continue by modeling the words *cap, tan,* and *bat*.

2. **Guided Practice/Practice** Review the words and sentences on the Day 3 Phonics Practice Activity with children. Read each word in the first row, blending the sounds, for example: */k/ /a/ /n/; /kaaannn/. The word is* can.

   Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

Go Digital

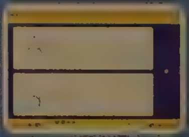


Phonemic Awareness

Phonics

I __ the jar.
fill
fills
filling

Structural Analysis



Handwriting

can	at	Nat	sat	Sam	Pam
has	ran	dad	mad	ham	hat
pats	taps	bats	bags	fans	wags
jabs	jams	naps	tags	sags	packs
am	man	map	ax	van	cab

Jan packs a bag.

Max is not sad.

Also online

Day 3 Phonics Practice Activity

MINILESSON 5

Structural Analysis

Inflectional Ending -s

① **Model** Say the words *pack* and *packs*. Ask children to listen closely to hear what is different. Point out the /s/ sound at the end of *packs*.

Write the words *pack* and *packs*. Underline the letter -*s* at the end of *packs*. Tell children that the letter -*s* is used at the end of an action word when it follows a naming word that names people or things.

② **Practice/Apply** Help children blend the words *tap, taps, wag, wags, pat, pats, fan,* and *fans*. Point out that the letter -*s* at the end of a word can stand for /s/ as in *taps*, or /z/ as in *wags*.

Corrective Feedback

Corrective Feedback Say: *My turn.* Model blending the word using the appropriate signaling procedures. Then lead children in blending the sounds. Say: *Do it with me.* You will respond with children to offer support. Then say: *Your turn. Blend.* Have children chorally blend. Return to the beginning of the word. Say: *Let's start over.*

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review this week's high-frequency words: *does, not, school, what.*

MINILESSON 5

Spelling

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

-an, -ap, -at Word Families

① **Model** Make index cards for *-an, -ap, -at* and form three columns in a pocket chart. Blend the sounds with children.

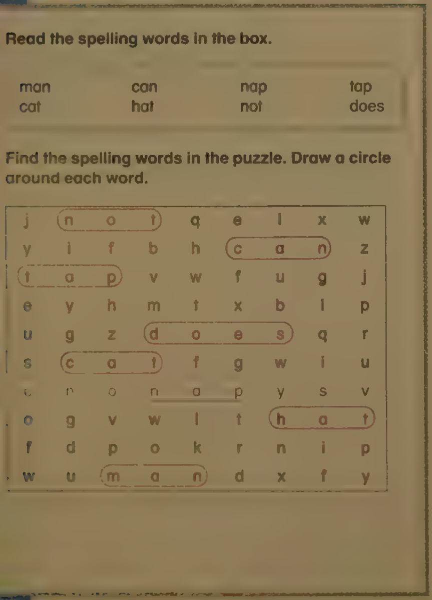
Hold up the *man* **Spelling Word Card**. Say and spell it. Pronounce each sound clearly: /m/ /a/ /n/. Blend the sounds, stretching the vowel sound to emphasize it: /maaan/. Repeat this step with *can*. Place both words below the *-an* card. Read and spell each spelling word together with children. Have children read each word. *What do you notice about these spelling words? They have the /a/ sound and they rhyme because they both end with /an/ spelled* a-n.

② **Guided Practice/Practice** Have children spell each word. Repeat the process with the *-ap* and *-at* words.

Display the words *not* and *does* in a separate column. Read and spell the words together with children. Point out that these spelling words do not contain the /a/ sound.

Conclude by asking children to orally generate additional words that rhyme with each word. Write the additional words on the board. Underline the common spelling patterns in the additional words. If necessary, point out the differences and explain why they are unusual.

PHONICS/SPELLING PRACTICE BOOK p. 3



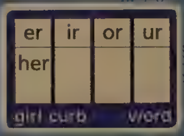
Read the spelling words in the box.

man	can	nap	tap
cat	hat	not	does

Find the spelling words in the puzzle. Draw a circle around each word.

j	n	o	t	q	e	l	x	w
y	i	f	b	h	c	a	n	z
t	a	p	v	w	f	u	g	j
e	y	h	m	t	x	b	l	p
u	g	z	d	o	e	s	q	r
s	c	a	t	f	g	w	i	u
c	r	o	n	a	p	y	s	v
o	g	v	w	l	t	h	a	t
f	d	p	o	k	r	n	i	p
w	u	m	a	n	d	x	f	y

Go Digital



Spelling Word Families

Visual Glossary

MINILESSON 5

High-Frequency Words

does, not, school, what

① **Guided Practice** Say each word and have children Read/Spell/Write it. As children spell each word with you, point out irregularities in sound-spellings, such as the /ä/ sound for *a* in *what*.

Display the **Visual Vocabulary Cards** to review this week's high-frequency words.

Visual Vocabulary Cards

② **Practice** Repeat the activity with last week's words.

Build Fluency: Word Automaticity

Have children read the following sentences together at the same pace. Repeat several times.

Does a cat play at school?
A cat does not go to school.
What does a cat do?

Word Bank

Review the current and previous words in the word bank. Discuss with children which words should be removed, or added back, from previous high-frequency word lists. Remind children that the word bank should change as the class needs it to.

Monitor and Differentiate

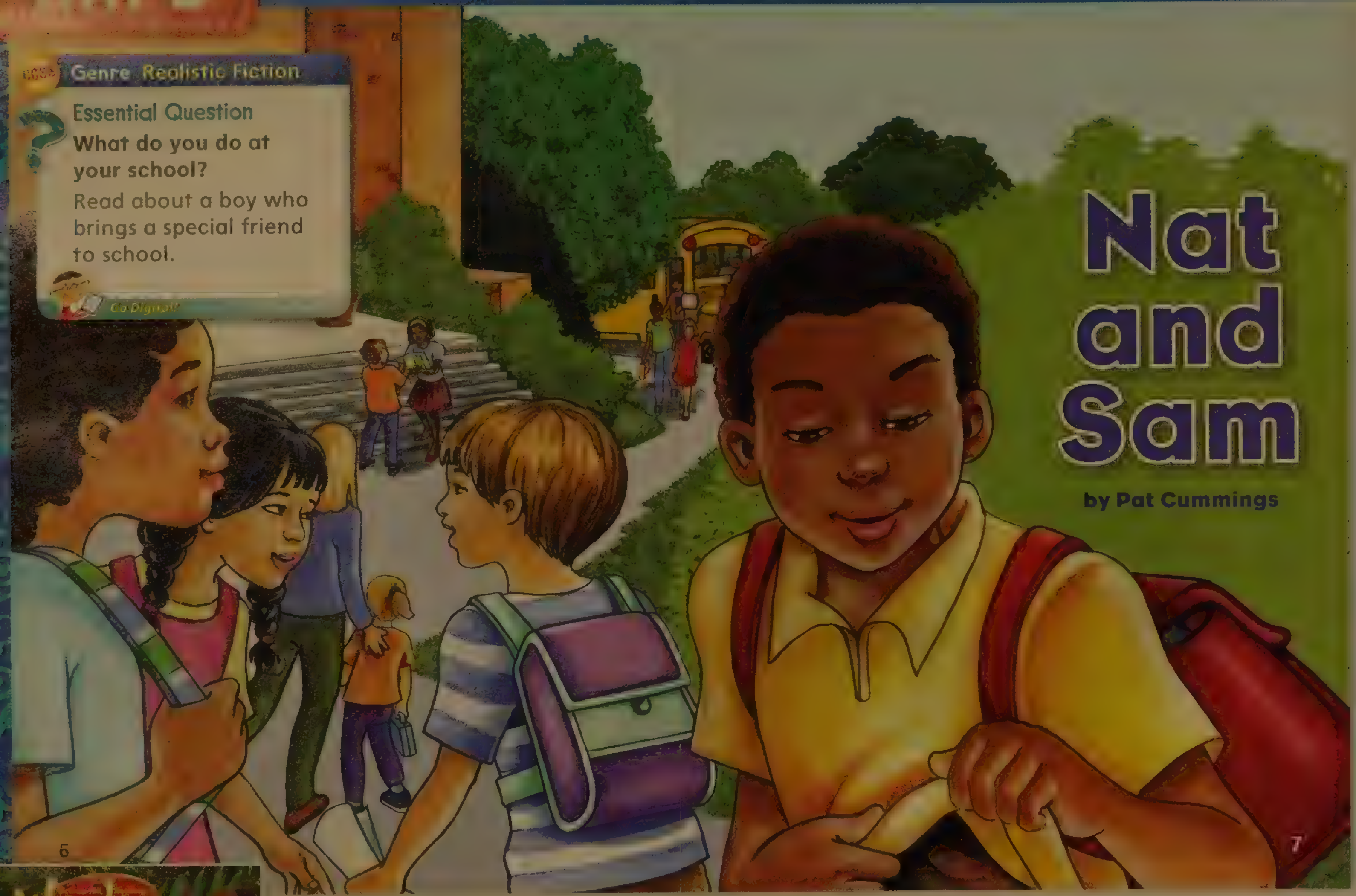
Quick Check

Can children read and decode words with short *a*?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T56–T59
	ELL	Develop pp. T74–T77
If Yes →	On Level	Review pp. T64–T65
	Beyond Level	Extend pp. T68–T69



Genre Realistic Fiction

Essential Question

What do you do at your school?

Read about a boy who brings a special friend to school.

Go Digital!

Nat and Sam

by Pat Cummings

6

7

Literature Anthology

LITERATURE ANTHOLOGY, pp. 6–7

Develop Comprehension

CLOSE READING

Lexile BR

Read Literature Anthology

Review Genre: Realistic Fiction Review with children the key characteristics of realistic fiction:

- Is a made-up story that could really happen.
- Has a beginning, a middle, and an end.

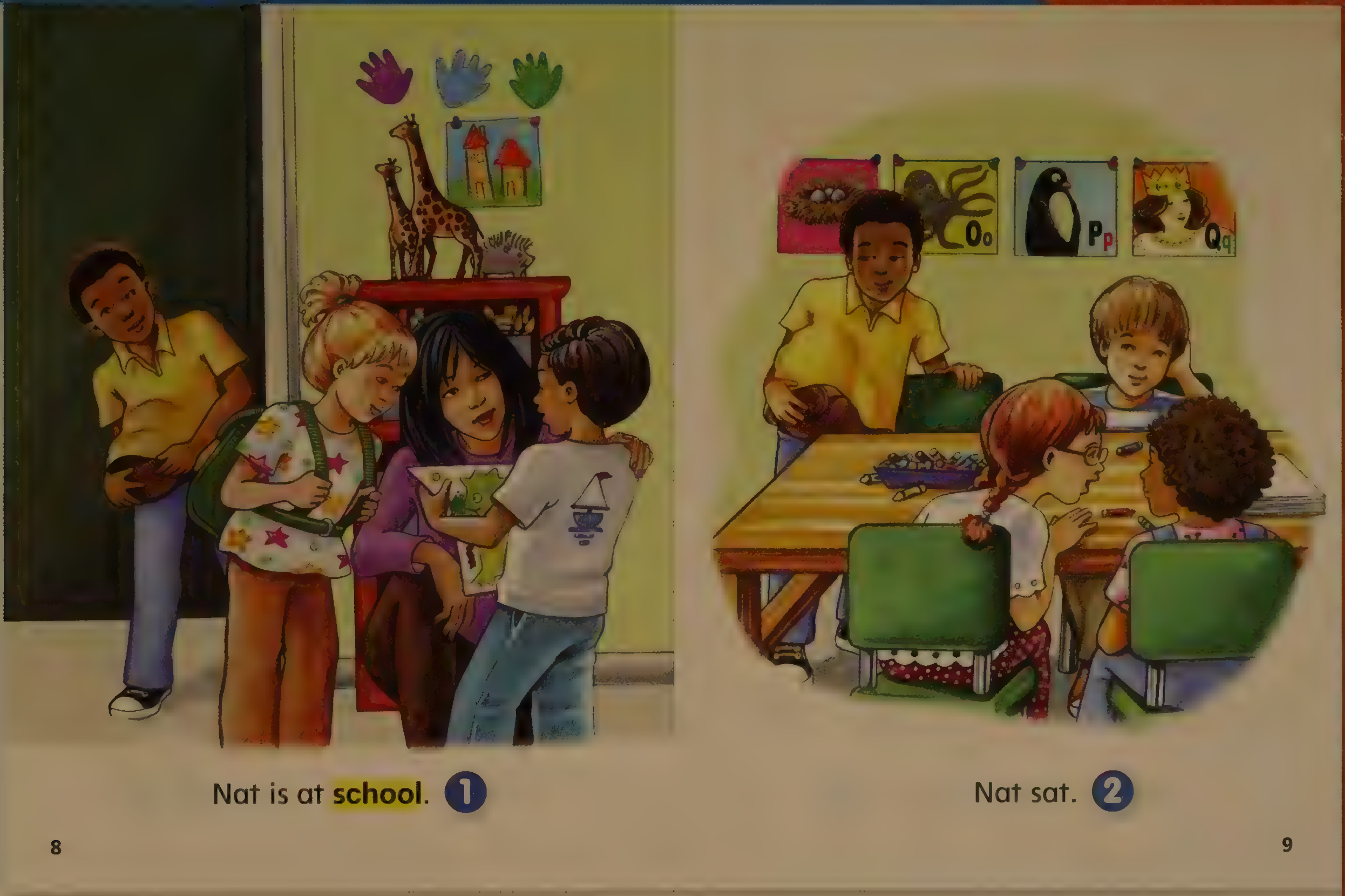
Preview and Predict Direct children's attention to pages 6–7 and read aloud the title. *What might this selection be about? Where do you think it takes place? Let's read to find out.*

ESSENTIAL QUESTION

Read aloud the Essential Question: *What do you do at your school?* Tell children that as they read they should think about things children do at school.

Story Word Read and spell the word *read.* Review the meaning of the word as needed. Tell children they will read this word in the selection.

Analytical Writing **Note Taking: Graphic Organizer** As children read the selection, guide them to fill in the graphic organizer on **Your Turn Practice Book** page 4 as you model recording the key details of each section.



Nat is at **school**. ①

Nat sat. ②

8

9

LITERATURE ANTHOLOGY, pp. 8–9

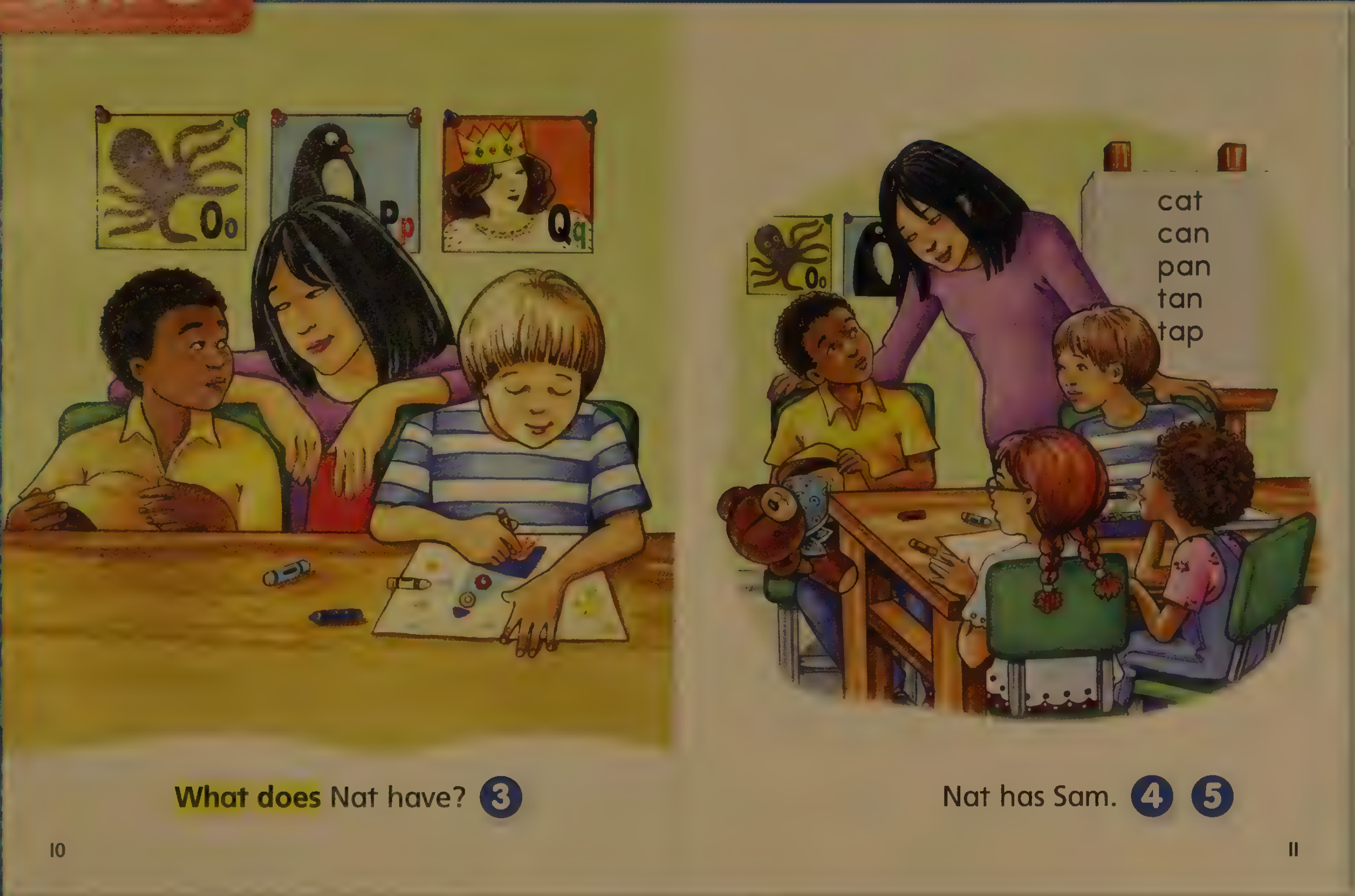
① Strategy: Visualize

Teacher Think Aloud As I read, I will visualize, or picture in my mind, what is happening in the story. On page 8, the author says that Nat is at school. In the picture, I see children in a classroom. They are talking to the teacher. I also see a boy with something under his shirt. He is peeking into the room. When I close my eyes, I can picture this classroom and the actions in my mind. I can see the teacher talking to the children and the boy looking around the room. I use the words and illustrations in the story to make these pictures in my mind.

② Skill: Key Details

What details have we read so far? (Nat is at school.) What does Nat do now? This is a key detail. Let's add it to our Key Details chart.

Detail	Detail	Detail
Nat sits in his chair at school.		



What does Nat have? ③

Nat has Sam. ④ ⑤

10

11

LITERATURE ANTHOLOGY, pp. 10–11

Develop Comprehension

③ Strategy: Visualize

COLLABORATE

Close your eyes and visualize what is happening in the story. Use the words and illustrations to help you create an image. Then turn to a partner and take turns sharing what you see in your mind.

④ Skill: Key Details

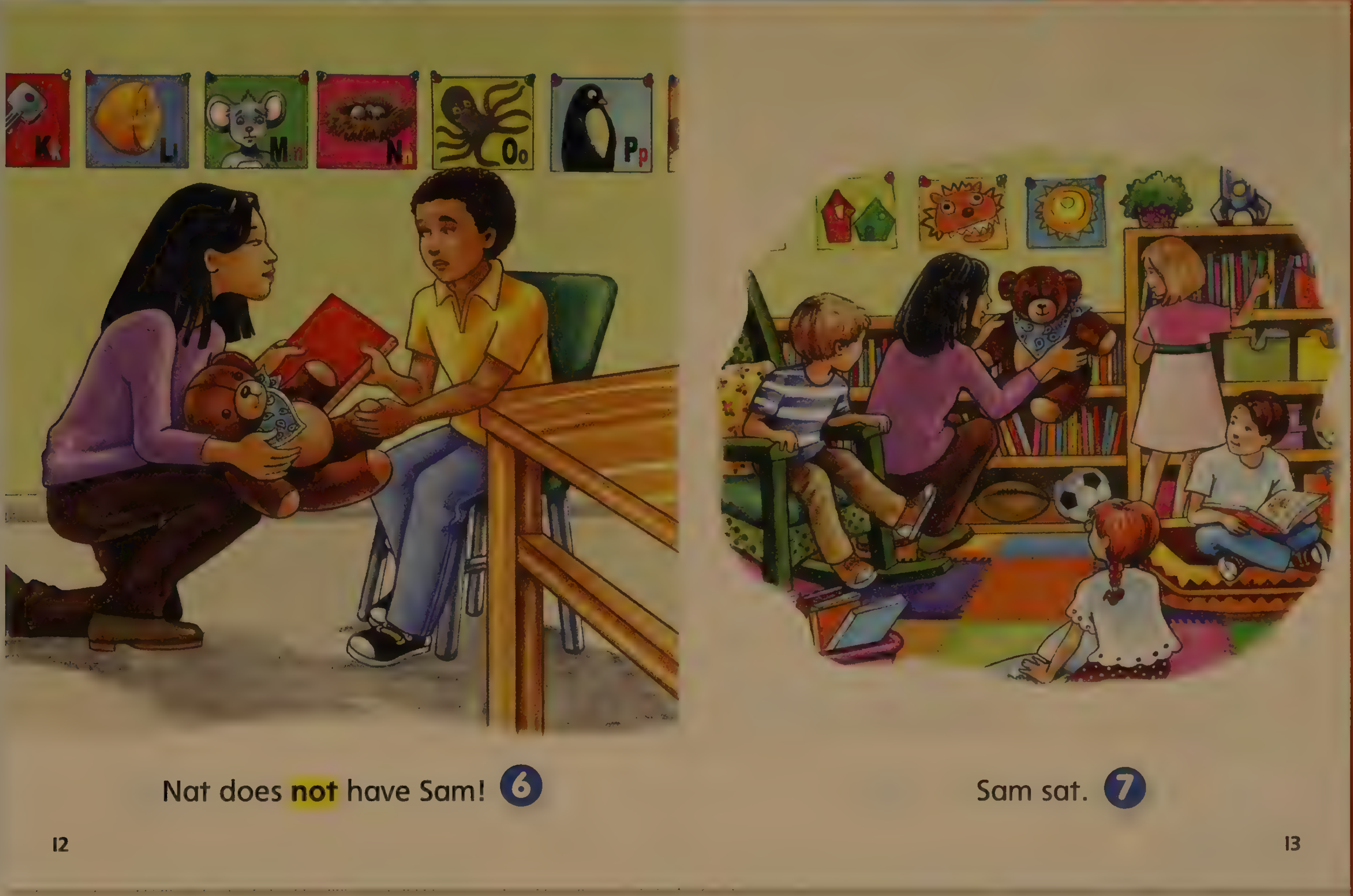
Teacher Think Aloud I want to know what the key details are on these pages. I can look at the words and pictures to find out. In the pictures I see that Nat has something. He shows it to the teacher. The words and pictures tell me that Nat has Sam and that Sam is a bear. This is a key detail. We can add it to the chart.

Detail	Detail	Detail
Nat sits in his chair at school.	Nat has his bear Sam with him.	

⑤ Genre: Realistic Fiction

COLLABORATE

Can the things that happen in this story really happen? (Yes) What does that tell us about the genre of the story? (It is realistic fiction.)



Nat does **not** have Sam! ⑥

12

Sam sat. ⑦

13

LITERATURE ANTHOLOGY, pp. 12–13

⑥ Strategy: Visualize

Close your eyes and visualize what is happening on this page. Use the words and illustrations and think about the key details. Can you create a picture in your mind? Turn to a partner and take turns sharing what you see in your mind.

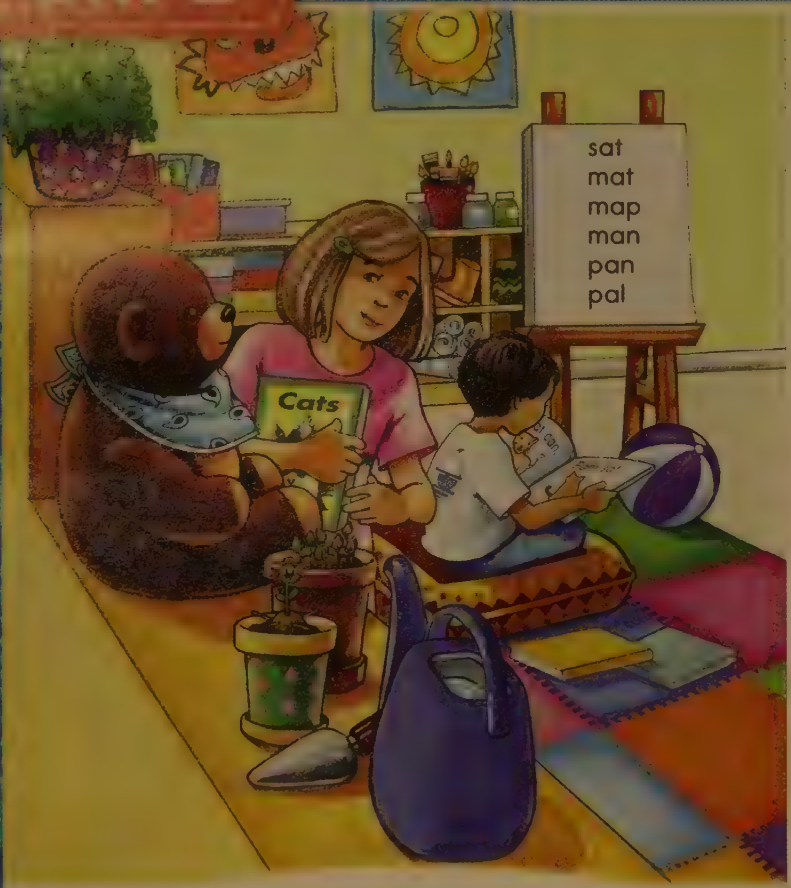
⑦ Skill: Key Details

Teacher Think Aloud Remember, the pictures contain many important story details. Look at the teacher on page 12. What is she doing with Sam?

Student Think Aloud In the pictures, I see the teacher takes Sam from Nat. She puts him on the shelf.

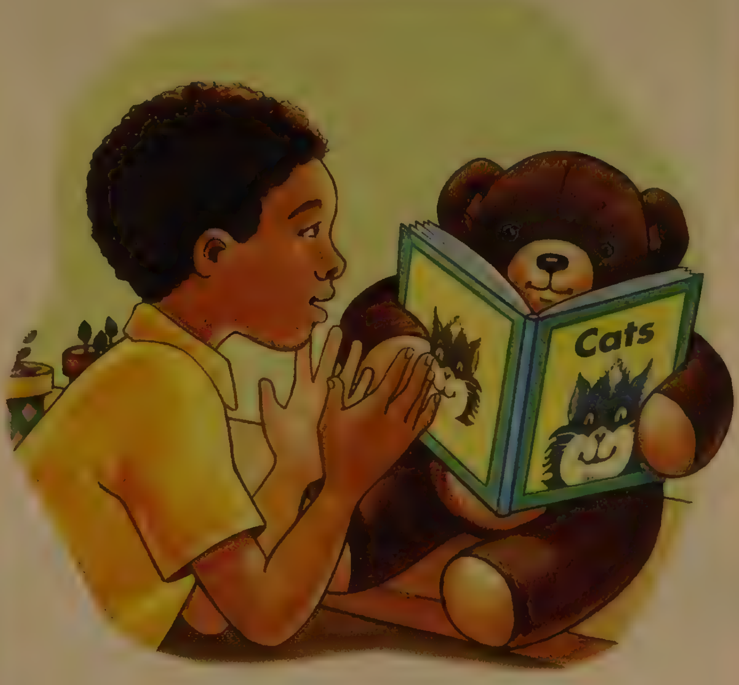
Let's add this detail to the chart.

Detail	Detail	Detail
Nat sits in his chair at school.	Nat has his bear Sam with him.	The teacher takes Sam and puts him on a shelf.



Sam is with Pam. ⑧

14



Look! Sam can read. ⑨

15

LITERATURE ANTHOLOGY, pp. 14–15

Develop Comprehension

CLOSE READING

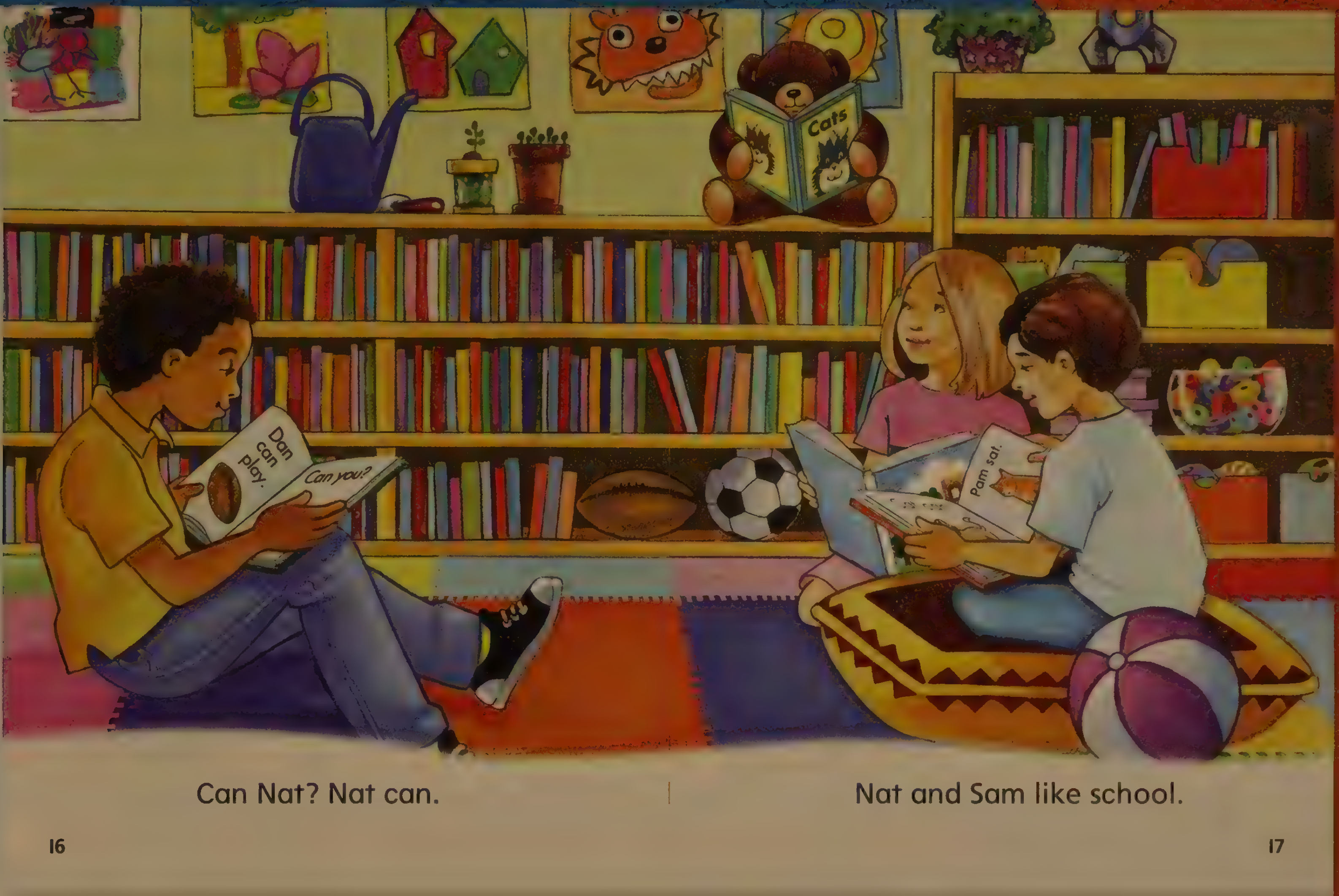
⑧ Skill: Key Details

COLLABORATE Turn to a partner and discuss what Pam gives to Sam. This is a key detail. Let's add it to the chart.

Detail	Detail	Detail
Nat has his bear Sam with him.	The teacher takes Sam and puts him on a shelf.	Pam gives a book to Sam.

⑨ Author's Craft: Punctuation

Teacher Think Aloud How do you think Nat feels when he sees Sam reading? Look at this end mark. It is an exclamation mark. The author uses an exclamation mark to show strong feelings. Nat feels excited and surprised when he sees Sam holding the book, so we should use our voices to show this feeling when we read about it. The author has used this exclamation mark to show the reader how Nat feels.



Can Nat? Nat can.

16

Nat and Sam like school.

17

LITERATURE ANTHOLOGY, pp. 16–17

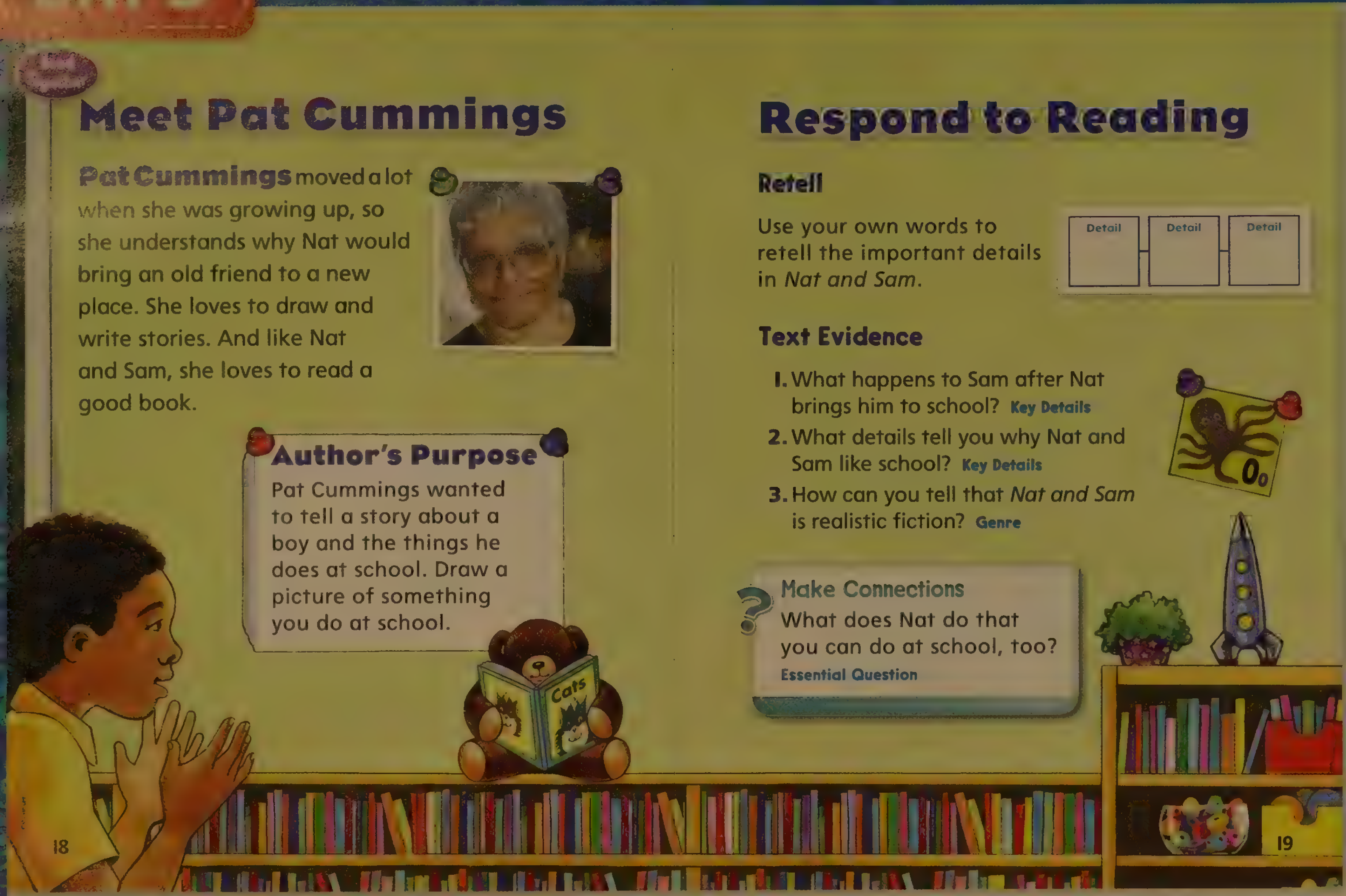
Skill: Key Details

Display the chart. *What are the last key details we have read? Let's add them to our Key Details chart.* Point out that the key details on the chart tell all the things that happened to Nat and Sam at school.

Return to Predictions and Purposes

Review children's predictions. Ask children if their predictions about the selection were correct. Guide them to use the evidence in the text to confirm whether their predictions were accurate. Discuss what children learned about what students do at school. Did children learn what they wanted to by reading the selection?

Detail	Detail	Detail
The teacher takes Sam and puts him on a shelf.	Pam gives a book to Sam.	Nat and Sam like school.



Meet Pat Cummings

Pat Cummings moved a lot when she was growing up, so she understands why Nat would bring an old friend to a new place. She loves to draw and write stories. And like Nat and Sam, she loves to read a good book.

Author's Purpose

Pat Cummings wanted to tell a story about a boy and the things he does at school. Draw a picture of something you do at school.

Respond to Reading

Retell

Use your own words to retell the important details in *Nat and Sam*.

Detail	Detail	Detail

Text Evidence

1. What happens to Sam after Nat brings him to school? **Key Details**
2. What details tell you why Nat and Sam like school? **Key Details**
3. How can you tell that *Nat and Sam* is realistic fiction? **Genre**

Make Connections

What does Nat do that you can do at school, too? **Essential Question**

LITERATURE ANTHOLOGY, pp. 18–19

Meet the Author/Illustrator

Pat Cummings

Read aloud page 18 with children. Ask them how they think Pat Cummings felt when she moved to a new place and went to a new school. *Do you think she understands how Nat feels when the teacher takes Sam? How do you think moving a lot and going to new schools helped her write about school?*

Author's Purpose

Have children write in their Response Journals about something that they do in school. *At school, I* _____.

ILLUSTRATOR'S CRAFT

Focus on Facial Expressions

Take a picture walk through the story and point out how the expressions on Nat's face change from page to page.

- Prompt children to say how they think Nat might be feeling based on the expression the illustrator gave him.
- Explain that illustrators can tell the reader a lot about how a character feels by how they draw the character's expression.

Respond to Reading

Retelling

Guide children in retelling the selection. Remind them that as they read *Nat and Sam*, they paid attention to key details and visualized what was happening in the story. Now they will use that information to retell the selection.

- Have children use the information they recorded on their Key Details charts to help retell the selection.

Text Evidence

Guide children to use text evidence to answer the Text Evidence questions on Literature Anthology page 19. Model answering the questions as needed.

1. **Key Details** To answer the first question, we need to look at key details in the selection. Let's look back to pages 10–13. The details in the words and illustrations tell us that the teacher takes Sam away from Nat. She puts Sam on a shelf.
2. **Key Details** The question asks which details tell why Nat and Sam like school. To figure this out we need to look at the words and illustrations near the end of the selection. On page 15, we see Sam with a book. On page 16 we see Nat reading a book. He looks happy. This tells us that Nat and Sam like school because they can read books there.
3. **Genre** This question asks how we know that the selection is realistic fiction. Remember, realistic fiction is a made-up story that could happen in real life. To answer the question, let's look back at the selection. On each page we see illustrations of children in a classroom. They are drawings, but they look like real children. Nat is a made-up character, but he does things that real children do. Nat brings a teddy bear to school. Could a child really bring a teddy bear to school? Nat reads a book at school. Could a real child read a book at school? All of these things are clues that *Nat and Sam* is a made-up story that could really happen, or realistic fiction.

Make Connections

Essential Question Have children look back through the text and name things that Nat does at school that they do, too. Guide partners to list the activities. Prompt them to discuss how the classroom in *Nat and Sam* is similar to their own classroom.

ENGLISH LANGUAGE LEARNERS

Retell Help children by looking at each page of the selection and asking a prompt, such as: *What is Nat doing? What is the teacher doing?* Point to and identify the characters. *Can Sam read? Can Nat read?* Provide sentence starters to help children retell the selection, such as: *Nat is at* ____. *Nat can* ____.

Language Arts

Wonders
BIG BOOK
Reading/Writing
Workshop

Reading/Writing Workshop Big Book

OBJECTIVES

CCSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

CCSS Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.1.2**

ACADEMIC LANGUAGE

sentence, capital letter

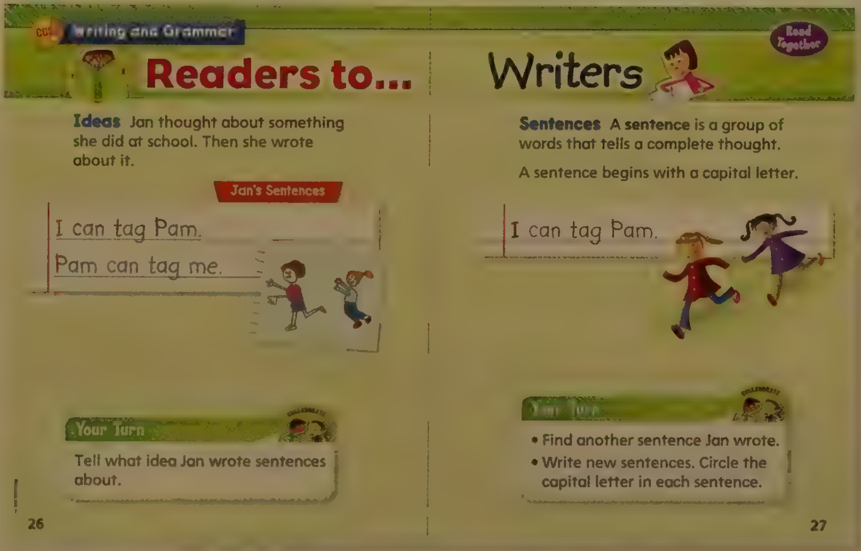
MINILESSON 5

Independent Writing

Writing Trait: Ideas

❶ **Review** Tell children that today they will write a draft. *You will write your own sentences about something that happened on your first day at school. Remember that all the details will be about one event.*

❷ **Guided Practice** Have children open to page 26 in the Reading/Writing Workshop. Read the student model aloud. Point out how Jan wrote about only one idea. Guide children to identify that on Jan's first day of school, she played tag with Pam.



Readers to... Writers

Ideas Jan thought about something she did at school. Then she wrote about it.

Jan's Sentences

I can tag Pam.
Pam can tag me.

Your Turn

Tell what idea Jan wrote sentences about.

26

Sentences A sentence is a group of words that tells a complete thought.

A sentence begins with a capital letter.

I can tag Pam.

Your Turn

- Find another sentence Jan wrote.
- Write new sentences. Circle the capital letter in each sentence.

27

READING/WRITING WORKSHOP, pp. 26–27

Personal Narrative

Model Have children look again at Jan's story, noting her event and details. Have children complete the Your Turn to discuss Jan's process.

Prewrite

Display the web of ideas from Day 2. Tell children that to begin writing, they must choose one event. Preview the ideas with children.

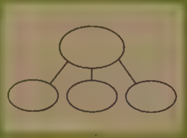
COLLABORATE

Brainstorm Place children in pairs by the idea they have chosen. Guide partners to use a Word Web to organize details about the idea they chose.

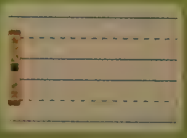
Go Digital

Sid is a pig
He sits on a big hill
Sid picks six apples

Present the Lesson



Graphic Organizer



Writing

Grammar

Draft

Have children use their webs to write their narratives. Prompt them to use complete sentences and correct spelling.

Apply Writing Trait As children write their drafts, remind them to write about one idea and to make sure all details are about one event.

Apply Grammar Remind children that a sentence must tell a whole idea. Guide them to begin each sentence with a capital letter and end each with punctuation.

As children work, conference with them to provide guidance.

MINILESSON

Grammar

Sentences

① **Review** Have children look at page 27 in the Reading/Writing Workshop. Remind them that a sentence tells a whole idea, or a complete thought. Have children point to the beginning of the model sentence. Ask: *What do you notice at the beginning of the sentence?* (a capital letter) *A sentence begins with a capital letter.*

② **Guided Practice/Practice** Guide children to find another sentence in Jan's story. Remind children that every sentence begins with a capital letter.

Have children work with partners to write new sentences. Then have them circle the capital letter in each sentence.

Talk About It Have partners work together to orally generate complete sentences to add to Jan's story.

Mechanics: Sentence Capitalization

① **Review** Remind children that a sentence begins with a capital letter.

② **Practice** Display the sentences. Read each aloud. Then have children fix the sentences.

i like to play with Jan and Pam. (I like to play with Jan and Pam.)

we like to play tag. (We like to play tag.)

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Demonstrate Comprehension Provide sentence frames for partners to complete as they write sentences: *I _____ at school. We _____.* Clarify children's responses as needed by providing vocabulary.

Intermediate

Explain Encourage children to talk about the idea they chose. *Do you like what you did at school? How did you feel?* Provide sentence frames, then have children complete and read them.

Advanced/Advanced High

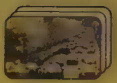
Expand After children complete their sentences, ask: *How many ideas are in each sentence? Why? How did you begin each sentence?* Repeat children's responses, correcting for grammar and pronunciation.

Daily Wrap Up

- → Review the Essential Question and encourage children to discuss using the oral vocabulary words. Ask: *What did you like doing at school today?*
- → Prompt children to review and discuss the skills they used today. Ask: *How did you use capitalization today?*

Materials

Literature Anthology


Visual Vocabulary Cards

common
does
learn
not
object

recognize
school
subjects
what

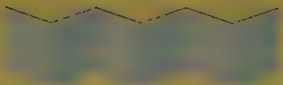
Teaching Poster

man

Spelling Word Cards

a b c

Word-Building Cards


Dinah Zike's FOLDABLES

Dinah Zike's Foldables®

Extend the Concept

MINILESSON 5

Oral Language

ESSENTIAL QUESTION

Remind children that this week they have been learning about what kids do at school. Guide children to discuss the question using information from what they have read and discussed.

Use the Define/Example/Ask routine to review the oral vocabulary words *learn, subjects, common, object,* and *recognize*.

OBJECTIVES

CCSS Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **RI.1.5**

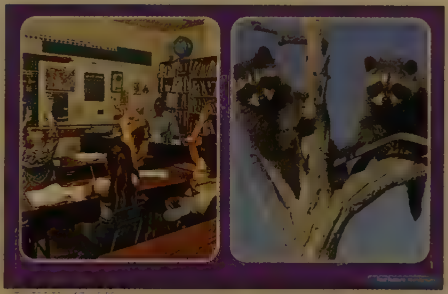
CCSS Use the illustrations and details in a text to describe its key ideas. **RI.1.7**

Review vocabulary

ACADEMIC LANGUAGE

illustration, facts, details, photograph, camera

Text Feature: Photographs


Teaching Poster

① **Explain** Tell children that they can use nonfiction selections to find facts and details. Explain that nonfiction text often has photographs that go with the text. Photographs show real life. They are taken with a camera.

② **Model** Display Teaching Poster 12. Point to the photograph on the left. *This photograph shows children in a classroom. The photograph gives us information about the classroom. I can see that the the children in the classroom are raising their hands.*

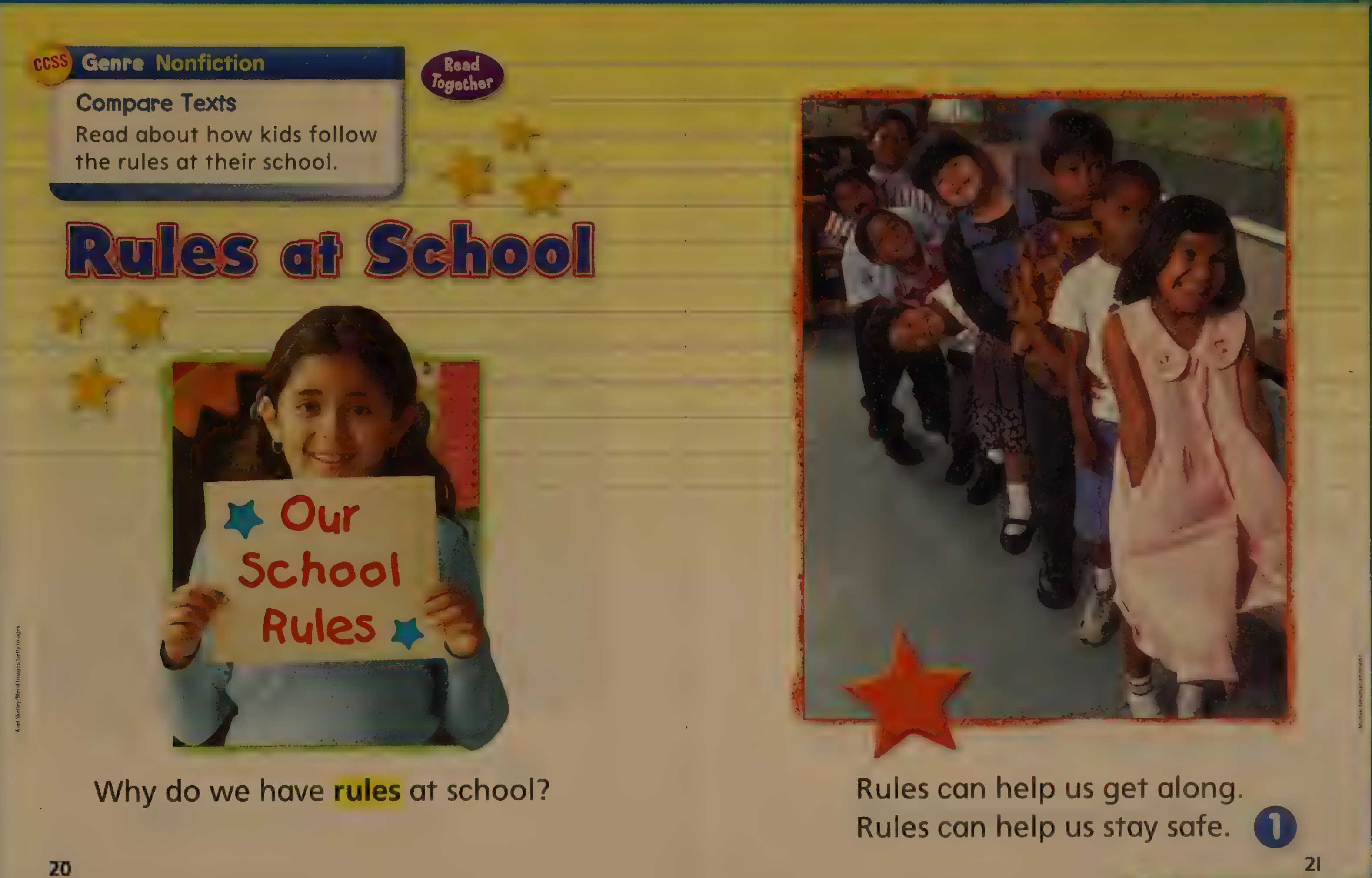
③ **Guided Practice/Practice** Point to the photograph on the right. Guide children to discuss what information the photograph provides. *How many raccoons are there? What are they doing?* Tell children to look for photographs as they read nonfiction selections and to find the information in each photograph.

Go Digital

Visual Glossary

Teaching Poster

"Rules at School"



CCSS **Genre** Nonfiction

Compare Texts

Read about how kids follow the rules at their school.

Read Together

Rules at School

Why do we have **rules** at school?

Rules can help us get along.
Rules can help us stay safe. ①

20

21

LITERATURE ANTHOLOGY, pp. 20–21

Lexile 180

Develop Comprehension

Read Literature Anthology

Compare Texts

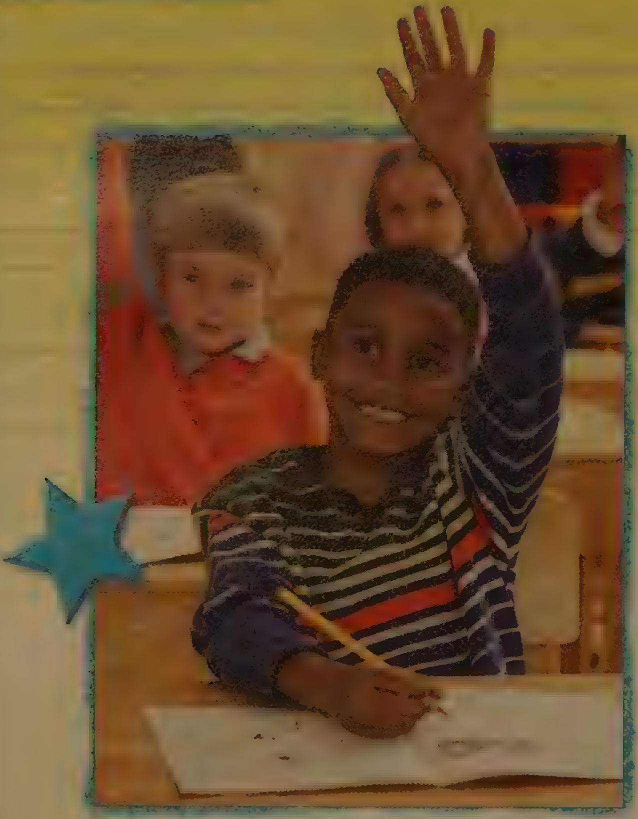
Review with children that in *Nat and Sam*, they read about a boy at school. Now they will read a selection about the rules followed at school. Tell children that as they read they should think about how the school in the photographs is like the school in *Nat and Sam*.

Literature Anthology

① Text Features: Photographs

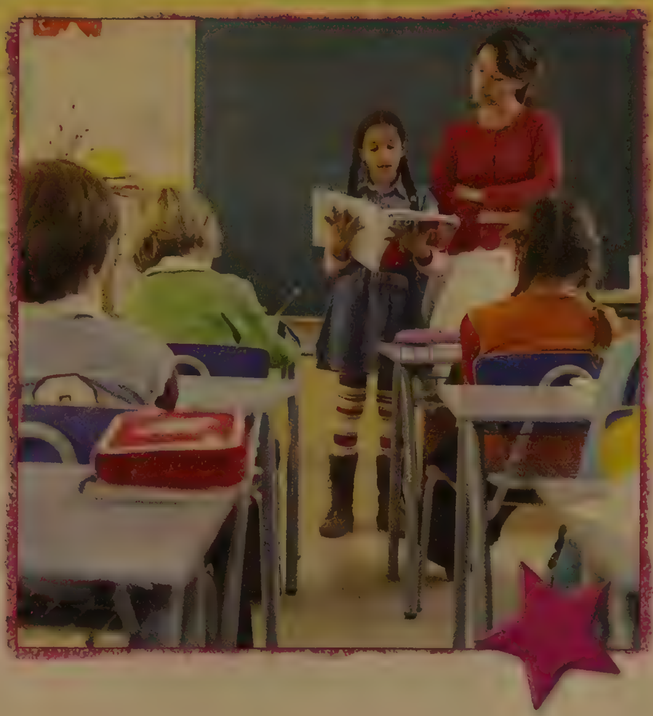
The text on page 21 explains that rules help you stay safe. What do you see in the photograph? (children standing in line) How does the photograph help you understand the text on the page? (The children in the photo are happy and safe at school. They are following the rules.)

Content Words Point out the words *rules, obey,* and *safety*. Prompt children to use the context sentences to help them understand the words.



We raise our hands. ②

22



We listen quietly. ③

23

LITERATURE ANTHOLOGY, pp. 22–23

Develop Comprehension

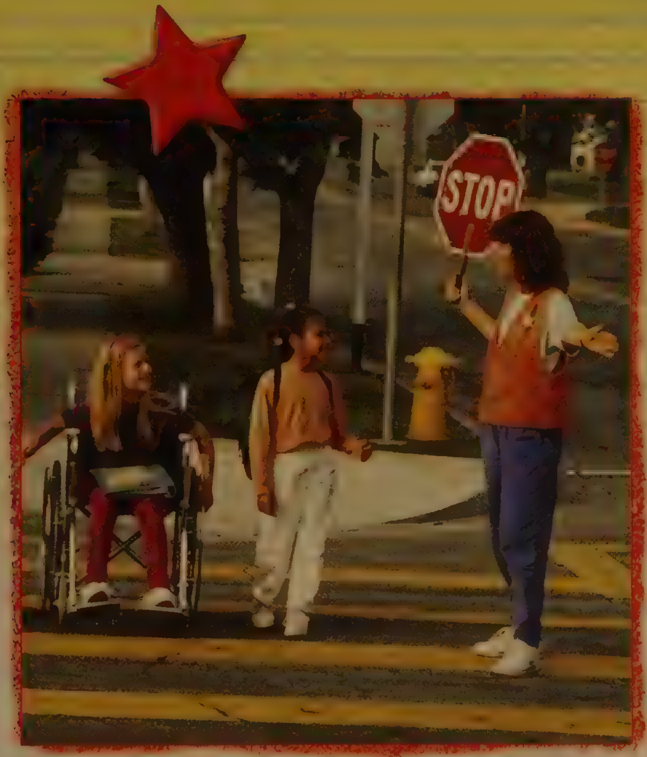
CLOSE READING

② Strategy: Visualize

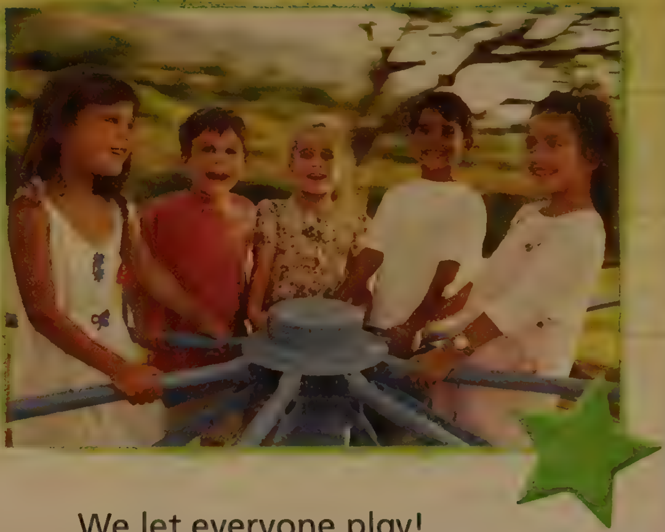
Teacher Think Aloud When I look at the photograph I see a boy raising his hand. He looks happy. There are other children behind him. They are raising their hands, too. I read the words: "We raise our hands." I can use the pictures and the words to visualize what is happening. I close my eyes, and in my mind, I see the classroom full of children raising their hands, waiting to be called on by the teacher. What do you see in your mind when you close your eyes and think about the words and the picture?

③ Text Features: Photographs

Read the text on page 23 together. "We listen quietly." What does the photograph on page 23 help you understand about classroom rules? (The classroom rule is "Listen quietly when someone is speaking.")



We **obey safety** rules. ④



We let everyone play!
What are your school rules? ⑤

Make Connections
Why is it important to have rules at school? **Essential Question**

24

25

LITERATURE ANTHOLOGY, pp. 24–25

④ Text Features: Photographs

Read page 24. Now look at the photograph. What safety rule are the children following? (Cross the street with a crossing guard.) How does the photograph help you understand the text on the page? (It shows children obeying a rule that helps them stay safe.)

⑤ Text Features: Photographs

Teacher Think Aloud The first sentence on page 25 says, "We let everyone play!" I will look at the photograph to learn more about the text. I see a group of children playing together. This photograph shows an example of children following the rule "Let everyone play."

Make Connections Have partners make connections between the children in "Rules at School" and the children in *Nat and Sam*.

CONNECT TO CONTENT

FOLLOWING RULES

Remind children that all week they have been reading and talking about what they do in school. Guide them to discuss the different rules they follow in school and to talk about the purpose of each rule. Encourage children to talk about what they can do to be good members of the classroom community.

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *a, b, c, ck, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z.* Have children say the sounds. Repeat, and vary the pace.

MINILESSON

Phonemic Awareness

OBJECTIVES

CSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

SS Decode regularly spelled one-syllable words. **RF.1.3b**

SS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

Phoneme Isolation

① **Model** Show children how to isolate a phoneme in a word. *Listen carefully as I say a word: /mmmaaat/,* mat. *What sound do you hear in the middle of the word? That's right. The word* mat *has the /aaa/ sound in the middle.*

② **Guided Practice/Practice** Have children practice isolating medial vowel phonemes. Guide practice by stretching the medial sound as you say the first two words in each row. *I am going to say more words. Say the sound you hear in the middle of each word.*

sat	sit	lap	lip	ran
mad	map	mop	big	bag

MINILESSON

Phonics

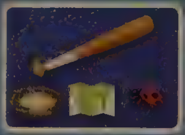
Build Words with Short *a*

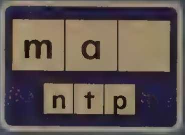
Review *The letter* a *can stand for the sound /aaa/. We'll use* ***Word-Building Cards*** *to build words with short* a.

Place the letters *c, a, t.* Then say: *Let's blend the sounds together and read the word: /kaaat/. Now let's change the* c *to* s. *Blend the sounds and read the word: /sssaaat/,* sat.

Continue with *mat, rat, pat, pan, man, ran, can, cap, tap.*

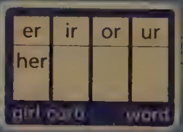
Go Digital


Phonemic Awareness



Phonics

I __ the jar.
fill
fills
filling
Structural Analysis



Spelling Word Sort

Visual Glossary

Structural Analysis

Inflectional Ending -s

Review Write the words *tap, taps, wag,* and *wags* on the board and read them with children. Remind children that when *-s* is added to action words, the ending sound of the new word can be /s/ or /z/.

Write the following words: *nap, pat, tag, pack*. Have children work in pairs to construct action words ending with *-s*. Then have them write sentences with each word.

Spelling

Word Sort with *-an, -ap, -at*

Review Provide pairs of children with copies of the **Spelling Word Cards**. While one partner reads the words one at a time, the other partner should orally segment the word and then write the word. After reading all the words, partners should switch roles.

Have children correct their own papers. Then have them sort the words by ending spelling pattern: *-an, -ap, -at,* or no short *a* spelling pattern.

High-Frequency Words

does, not, school, what

Review Display **Visual Vocabulary Cards** *does, not, school, what.* Have children Read/Spell/Write each word.

- Point to a word and call on a child to use it in a sentence.
- Review previously taught words using the same procedure.

Monitor and *Differentiate*

✓ Quick Check

Can children read and decode words with short *a*?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T56–T59
	ELL	Develop pp. T74–T77
If Yes →	On Level	Review pp. T64–T65
	Beyond Level	Extend pp. T68–T69

Language Arts

MINILESSON 5

Independent Writing

OBJECTIVES

CSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

CSS Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **L.1.1j**

ACADEMIC LANGUAGE

idea

Personal Narrative

Revise

Tell children that writers revise their writing to correct any mistakes and make their writing better. Explain that a writer might revise sentences in a story to make sure they all are about one single event.

Apply Writing Trait: Ideas Remind children that a writer picks one idea to write about before starting to write. After writing, the writer makes sure all of the sentences are about that one idea. Display the following story.

> I like to play at school. I like to play with a bat and ball. Sam likes math. I like to run and play tag.

Tell children that the idea for this story was *playing at school.* Read the sentences aloud. Guide children to understand that the third sentence is not about playing. Explain that to revise the story, they should either take the sentence out or write a new sentence about Sam playing.

COLLABORATE **Peer Review** Have children work in pairs to do a peer review, which means they will each read their partner's draft. They should take notes about what they like most, questions they have for the author, and ideas they think the author could include. Have partners discuss these topics. Provide time for them to make revisions to their narratives.

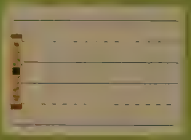
Proofread/Edit

Apply Grammar Introduce proofreader's marks to children. Have them reread their drafts and fix mistakes. Remind them to make sure that:

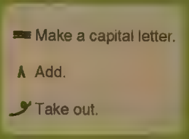
- every sentence tells a whole idea.
- all sentences begin with a capital letter.
- all sentences end with a punctuation mark.
- all words are spelled correctly.

COLLABORATE **Peer Edit** Next, have partners exchange their drafts and take turns reading for the above mistakes. Encourage partners to discuss and fix errors together as they read.

Go Digital

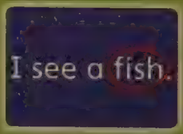


Writing



Make a capital letter.
Add.
Take out.

Proofreader's Marks



I see a fish.

Grammar

Final Draft

After children have edited their own papers and finished their peer edits, have them write their final draft. Encourage them to create or find a photo or other visual that relates to their writing. As children work, conference with them to provide guidance.

Grammar

Sentences

① **Review** Review with children that a sentence is a group of words that tells a whole idea.

② **Guided Practice** Ask: *How can you tell where a sentence begins and ends?* (It begins with a capital letter and ends with a punctuation mark.)

Have children complete the following sentence frames to make complete sentences. *A cat* _____. _____ *at school.*

③ **Practice** Display the following complete and incomplete sentences. Have children identify the complete sentences.

With me.

You can not play with the bat.

Cam has.

Talk About It Have partners work together to orally generate complete sentences as they tell each other about the personal narratives they wrote.

Mechanics: Sentence Capitalization

① **Review** Remind children that a sentence always begins with a capital letter.

② **Practice** Display the sentences below. Read each aloud. Have children fix the sentences as a class.

where is the van? (Where is the van?)

my cat naps with me. (My cat naps with me.)

Daily Wrap Up

- Review the Essential Question and encourage children to discuss using the oral vocabulary words. Ask: *What would you like to do at school tomorrow?*
- Prompt children to discuss the skills they practiced and learned today by asking, *What skills did you use today?*

Wrap Up the Week
Integrate Ideas

Go Digital
www.connected.mcgraw-hill.com
RESOURCES
Research and Inquiry

RESEARCH AND INQUIRY

SOCIAL STUDIES

At School

OBJECTIVES

CCSS Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). **W.1.7**

- Build background knowledge
- Research information using technology

ACADEMIC LANGUAGE

- *research, project, activities*
- Cognates: *proyecto, actividades*

Make a Page for a Class Book

COLLABORATE Tell children that today they will do a research project with a partner to tell about activities they do at school. Review the steps in the research process.

STEP 1 Choose a Topic

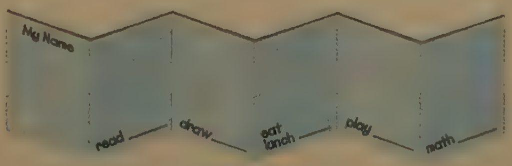
Guide pairs to select an activity they do at school.

STEP 2 Find Resources

Discuss how to use the selections, reference materials, and online sources as resources. Explain that partners can interview each other, as well. Have children use the Research Process Checklist online.

STEP 3 Keep Track of Ideas

Have children make an Accordion Foldable® to list the activities they come up with and record their ideas about them. Model recording the names of the activities.



Dinah Zike's
FOLDABLES

Collaborative Conversations

Listen Carefully Review with children that as they engage in partner, small-group, and whole-group discussions, they should:

- → always look at the speaker.
- → respect others by not interrupting them.
- → repeat others' ideas to check understanding.

STEP 4 Create the Project: Page for a Class Book

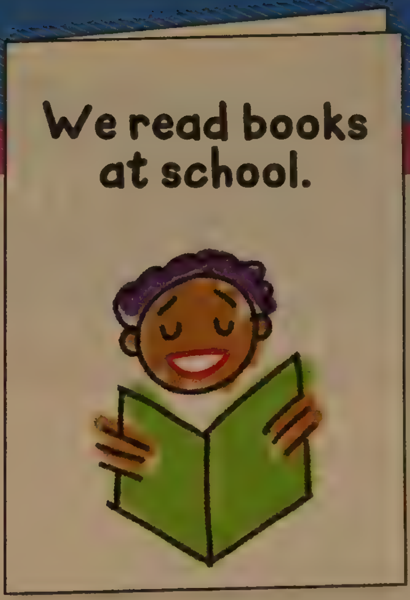
Explain the characteristics of a book.

- **Information** A book can give information. In this project, the book will give information about activities children do at school.
- **Text** A book has text that gives information.
- **Image** A book can have illustrations related to the text.

Explain that each pair will create one page of a book. The page will tell about an activity they do at school. The pages will be put together into a book that everyone can share.

Have partners create a page about one activity they do at school.

- Guide them to include a drawing or photograph.
- Prompt children to write a sentence about their activity.


We read books at school.

ENGLISH LANGUAGE LEARNERS

ELL SCAFFOLD

Beginning	Intermediate	Advanced/High
Use Sentence Frames Use sentence frames to help children discuss the activity they have chosen. For example: *We ____ at school. We do this activity because ____.*	**Discuss** Guide children to focus on the most important details about their activity. Ask: *Why did you choose this activity? When do you do it? How do you feel when you do it?*	**Describe** Prompt children to elaborate on their activity. Ask them to describe how they feel about their activity and how it is done.

Materials

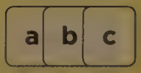
Reading/Writing Workshop
VOLUME 1

Literature Anthology
VOLUME 1

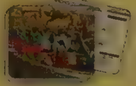
The School Year Will Be THE BEST!
Literature Big Book
This School Year Will Be the Best!

Visual Vocabulary Cards
does
not
school
what

Teaching Poster



Word-Building Cards


Interactive Read-Aloud Cards

Spelling Word Cards

Integrate Ideas

TEXT CONNECTIONS

Connect to Essential Question

OBJECTIVES

CCSS Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **RI.1.9**

- Develop answers to the Essential Question
- Make text connections to the world

ACADEMIC LANGUAGE

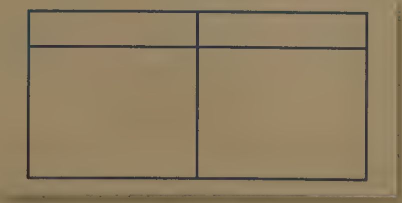
- *connections, evidence*
- Cognates: *conexiones, evidencia*

Text to Text

Remind children that all week they have been reading selections about school. Tell them that now they can think about how the selections were similar to one another. This is called making connections across texts. Model comparing text using *Jack Can* and *This School Year Will Be the Best!*

Think Aloud *Jack Can* and *This School Year Will Be the Best!* are both about children at school. In both selections, the illustrations show kids doing different things at school. At the end of both selections, the children are happy at school.

COLLABORATE **Complete the Organizer** Have children use the graphic organizer on Teaching Poster 42 to help them organize the information from this week's selections.


Teaching Poster

- → Discuss and write about what children read about school.
- → Discuss the different things children do at school.

Text to Self

Have children discuss what they do at their school. Ask: *How is your school and the things you do there different from the schools you read about this week? How are they the same?*

Text to World

Have children discuss what they have learned about school this week. Ask: *Why is school important? How does going to school help people?*

WRITE ABOUT READING

Analytical Writing

Analyze to Inform/Explain

OBJECTIVES

CCSS Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.4.9**

Analyze Key Details

Explain to children that as a group you will write about one of the selections that they have read this week.

Using the evidence in the text, you will think about how the author used key details to help tell the story.

Review the Key Details chart you completed for *Jack Can*. Guide children to analyze the text evidence by asking *how* and *why* questions.

- Why might the author have wanted to write about a boy at school?
- How did the author use key details to help explain what Jack could and could not do?
- How did the author use key details to help explain what happened when Jack could not reach the board?

Write an Analysis

Display the following sentence frames:

In ____, the author wrote about ____.

The author used the details ____ and ________ to tell what happened.

The selection helped me understand ____.

Work with children to complete the sentence frames using information from *Jack Can*.

Select another realistic fiction selection you have read this week. Work with children to complete similar sentence frames to write about how the author used key details.

RESEARCH AND INQUIRY

SOCIAL STUDIES

At School

OBJECTIVES

CCSS Participate in shared research and writing projects. **W.1.7**

Wrap Up the Project

COLLABORATE Guide partners to share information about the page they created for the class book. *What school activity did you describe? Why did you choose this activity?* Have partners display their page as they discuss it. Have them use the Presentation Checklist online.

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *a, b, c, ck, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z.* Have children say the sounds. Repeat, and vary the pace.

Phonemic Awareness

OBJECTIVES

- CCSS Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d**
- CCSS Decode regularly spelled one-syllable words. **RF.1.3b**
- CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

Phoneme Blending

Review Guide children to blend phonemes to form words. *Listen as I say a group of sounds. Then blend those sounds to form a word.*

/m/ /a/ /t/ /s/ /a/ /t/ /k/ /a/ /t/ /d/ /a/ /d/ /b/ /a/ /d/

Phoneme Segmentation

Review Guide children to segment phonemes in words. *Now I am going to say a word. I want you to say each sound in the word.*

at mat man sat sad

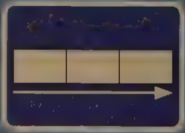
Phonics

Blend and Build Words with Short *a*

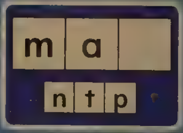
Review Have children read and say the words *sat, can, man,* and *nap.* Then have children follow the word building routine with **Word-Building Cards** to build *ram, rat, cat, mat, map, man, fan, tan, tap, nap, cap, can, pan.*

Word Automaticity Help children practice word automaticity. Display decodable words and point to each word as children chorally read it. Test how many words children can read in one minute. Model blending words children miss.

Go Digital



Phonemic Awareness



Phonics

I _ the jar.
fill
fills
filling

Structural Analysis

Visual Glossary

Fluency: Word Automaticity

Structural Analysis

Inflectional Ending *-s*

Review Have children explain when the *-s* ending is used with action words. Then have children practice writing action words with *-s* such as *tap, nap, pack,* and *wag.*

Spelling

Word Sort with *-an, -ap, -at*

Review Have children use the **Spelling Word Cards** to sort the weekly words by vowel and ending sounds. Remind children that two of the words do not have the short *a* sound.

Assess Assess children on their ability to spell words in the *-an, -ap,* and *-at* word families. Say each word and provide a sentence so that children can hear the words used in a correct context. Then allow them time to write the words. In order to challenge children, you may wish to provide an additional word in each family to assess whether they understand the concept.

High-Frequency Words

does, not, school, what

Review Display **Visual Vocabulary Cards** *does, not, school, what.* Have children Read/Spell/Write each word. Have children write a sentence with each word.

Monitor and *Differentiate*

✓ Quick Check

Can children read and decode words with short *a*?

Can children recognize and read high-frequency words?

⇩

Small Group Instruction

If No →	Approaching	Reteach pp. T56–T59
	ELL	Develop pp. T74–T77
If Yes →	On Level	Review pp. T64–T65
	Beyond Level	Extend pp. T68–T69

Language Arts

Independent Writing

OBJECTIVES

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.1.6**

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **L.1.1j**

Present a personal narrative

ACADEMIC LANGUAGE

- *presentation, story*
- Cognate: *presentación*

Personal Narrative

Prepare

Review guidelines for making presentations with children.

- → Provide time for children to finish preparing their presentations. Remind them to practice using any drawings they have made of their sentences.

Present

Have children take turns giving presentations of their first day of school personal narratives. Remind them to speak clearly. When listening to other stories, they should be polite and respectful, asking questions when appropriate and listening carefully when it is not appropriate to speak.

- → If possible, record the presentations so children can self-evaluate.

Evaluate

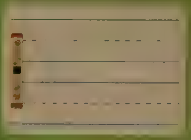
Have children discuss their own presentations and evaluate their performance using the presentation rubric.

Use the teacher's rubric to evaluate children's writing. Have children add their writing to their Writer's Portfolio. Then have them discuss what they learned about writing this week.

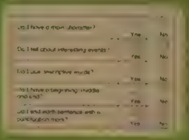
Publish

After children finish presenting their stories, discuss how the class will display their stories on a bulletin board. Suggest to children that they illustrate their stories. Allow children to help organize a bulletin board so stories are readable for fellow classmates and guests.

Go Digital



Writing



Checklists

Grammar

MINILESSON 5 Mins

Grammar

Sentences

❶ **Review** Have children define what a sentence is. Write the following sentence and have children tell how they know it is a complete sentence:

Sam and Yan like to play at school.

❷ **Practice** Ask: *Does the sentence tell a complete idea?*

Write two incomplete sentences. Have children work with partners to turn each incomplete sentence into a complete idea.

I have a

ran to

Allow children to read their completed sentences to the class.

Mechanics: Sentence Capitalization

❶ **Review** Remind children that a sentence always begins with a capital letter.

❷ **Practice** Write the following sentences. Read each aloud. Have children fix the sentences.

where is my cap? (Where is my cap?)

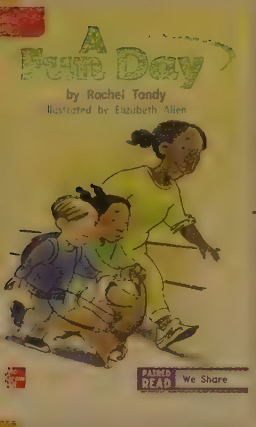
my cap is at school. (My cap is at school.)

my cap is tan. (My cap is tan.)

Wrap Up the Week

- Review the Essential Question and encourage children to discuss using the oral vocabulary words.
- Review that picturing story events and finding key story details can help children understand the story.
- Review blending words with medial short *a*. Remind children that the inflectional ending *-s* is used at the end of an action word when it follows the words *he, she,* or *it*.
- Use the Visual Vocabulary Cards to review the Words to Know.
- Remind children that realistic fiction is a made-up story that could really happen.

Approaching Level



Lexile BR

OBJECTIVES

Ask and answer questions about key details in a text. **RL.1.1**

Use illustrations in a story to describe its characters, setting, or events. **RL.1.7**

Leveled Reader:
A Fun Day

Before Reading

Preview and Predict

Have children turn to the title page. Read the title and author name, and have children repeat. Preview the story's pictures. Prompt children to predict what the story will be about.

Review Genre: Realistic Fiction

Have children recall that realistic fiction is an invented story that could happen in real life.

ESSENTIAL QUESTION

Remind children of the Essential Question. Set a purpose for reading: *Let's read to find out who has a fun day and why the day is fun.*

Remind children that as they read, they can ask questions about what is happening in the story.

During Reading

Guided Comprehension

As children whisper read *A Fun Day,* monitor and provide guidance, correcting blending and modeling the key strategies and skills.

Strategy: Visualize

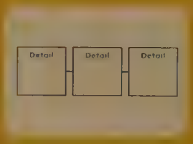
Remind children that as they read, they can picture in their minds what they are reading about. *Visualizing helps us understand what we read.* Model how to use the strategy on pages 2 and 3. *I look at the details in the text and pictures. Then I close my eyes and picture the characters walking to school. What do I see? What are they doing?*

Skill: Key Details

Remind children that key details give important information about the story. Readers can find key details in the words and pictures. While reading, ask: *What key details did you learn from the words? What key details did you learn from the pictures?* Display the Details chart on Teaching Poster 26 for children to copy.

Go Digital

A Fun Day



Graphic Organizer

Retell

Model recording children's answers in the detail boxes. Have children record the answers in their own charts.

Think Aloud The words on pages 2 and 3 tell us that the children walk to school. That is a key detail. The pictures show us that detail, too. I wonder what else the children do. On pages 4 and 5, I read and see that they like to read. Let's add these details to the Key Details chart.

Guide children to use the key details to tell what Nat and the narrator think is fun to do.

After Reading

Respond to Reading

Have children complete Respond to Reading on page 12 after they have finished reading.

Retell

Have children take turns retelling the story using the **Retelling Cards** as a guide. Help them make a personal connection by asking: *What do you like to do at school? When do you have a fun day?*

Model Fluency

Read the sentences one at a time. Have children echo read each one. Point out to children how you pause at the end of a sentence.

Apply Have children practice reading with partners. Provide feedback.

PAIRED READ ...

"We Share"

We Share
A Fun Day
Rachel Tandy

Leveled Reader

Make Connections: Write About It

Analytical Writing

Before reading, ask children to note that the genre of this text is informational text. Then discuss the Compare Texts direction. After reading, ask children to make connections between the children in "We Share" and *A Fun Day*.

FOCUS ON SOCIAL STUDIES

Children can extend their knowledge of sharing at school by completing the social studies activity on page 16.

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about what children do at school from both selections in the Leveled Reader.

Level Up

We Like to Share
A Fun Day
by Rachel Tandy
Level-up lessons available online.

IF children can read *A Fun Day* Approaching Level with fluency and correctly answer the Respond to Reading questions,

THEN tell children that they will read another story about school.

- Use pages 2–3 of *We Like to Share* On Level to model using Teaching Poster 26 to list key details.
- Have children read the story, checking their comprehension by using the Key Details chart.

Approaching Level

Phonological Awareness

IDENTIFY RHYME

TIER 2

OBJECTIVES

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

Identify rhyming words

I Do

Explain to children that they will be identifying words that rhyme. *Listen as I say two words:* cat, pat. *Say them with me:* cat, pat. Cat *and* pat *end in /at/. Listen: /k/ /at/; /p/ /at/.* Cat *and* pat *rhyme. They end in the same sounds.*

We Do

Listen to these words: man, ran. *Say them with me:* man, ran. *Listen for the ending sounds: /m/ /an/, /r/ /an/. Do* man *and* ran *end the same? Yes! That means they rhyme.*

Repeat with the following pairs. Have children clap if the words rhyme.

am/Sam mat/sat map/can pan/tan

You Do

It's your turn. Clap if the words rhyme.

nap/cap tan/rag rat/sat fan/ran

Repeat the rhyming routine with additional short *a* word pairs.

PHONEME ISOLATION

TIER 2

OBJECTIVES

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

I Do

Tell children that they will isolate beginning sounds in words. *Listen to this word: /aaat/,* at. *The beginning sound is /aaa/. Listen: /aaat/.*

We Do

Listen to this word: /aaas/, as. *Say* as *with me: /aaas/. The beginning sound in* as *is /aaa/. Say /aaas/,* as. *Say the beginning sound with me: /a/.*

Repeat this routine with the following words:

ax an add bad mad sat

You Do

It's your turn. Say the beginning sound of each word.

add am cap mat sap tag

Repeat the isolation routine with additional short *a* words.

PHONEME BLENDING

OBJECTIVES

CCSS Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **RF.1.2b**

I Do Explain to children that they will be blending sounds to form words. *Listen as I say two sounds: /aaa/ /t/. Say the sounds with me: /aaa/ /t/. I'll blend the sounds together: /aaa/ /t/, /aaat/,* at. *I blended the word* at.

We Do *Listen as I say two sounds: /aaa/ /mmm/. Repeat the sounds: /aaa/ /mmm/. Let's blend the sounds: /aaa/ /mmm/, /aaammm/,* am. *We made one word:* am.

Repeat this routine with the following words:

/a/ /n/ /c/ /a/ /t/ /r/ /a/ /n/ /S/ /a/ /m/ /n/ /a/ /p/ /p/ /a/ /t/

You Do *It's your turn. Blend the sounds I say together to form a word.*

/m/ /a/ /n/ /P/ /a/ /m/ /c/ /a/ /p/ /s/ /a/ /t/ /t/ /a/ /n/ /t/ /a/ /p/

Repeat the blending routine with additional short *a* words.

PHONEME SEGMENTATION

OBJECTIVES

CCSS Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d**

I Do Explain to children that they will be segmenting words into sounds. *Listen as I say a word:* an. *I hear two sounds: /aaa/ and /nnn/. There are two sounds in the word* an: */aaa/ and /nnn/.*

We Do *Let's do some together. I am going to say a word: /aaat/. How many sounds do you hear? The sounds in* at *are /aaa/ and /t/.*

Repeat this routine with the following words:

am rag pat jam fan lap

You Do *I'll say a word. Tell me how many sounds you hear. Then tell me the sounds.*

cab man tap bag pack bad bat

Repeat the segmentation routine with additional short *a* words.

ELL ENGLISH LANGUAGE LEARNERS

For the **ELLs** who need **phonemic awareness, phonics**, and **fluency** practice, use scaffolding methods as necessary to ensure children understand the meaning of the words. Refer to the Language Transfer Handbook for phonics elements that may not transfer in children's native languages.

Approaching Level

Phonics

CONNECT *a* TO /a/

TIER 2

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

I Do Display the **Word-Building Card** *a. This is lowercase* a. *It stands for the sound /a/. I am going to trace the letter* a *while I say /aaa/.* Trace the letter *a* while saying /aaa/ five times.

We Do *Now do it with me.* Have children take turns saying /aaa/ while using their fingers to trace the lowercase *a* on the Word-Building Card. Then have them say /aaa/ as they use their fingers to write the letter *a* in the air.

You Do Have children connect the letter *a* to the sound /a/ by saying /aaa/ as they trace a lowercase *a* on paper five to ten times. Then ask them to write the letter *a* while saying /aaa/ five to ten times.

Repeat, connecting the letter *a* to the sound /a/ through tracing and writing the letters *Aa* throughout the week.

BLEND WORDS WITH SHORT *a*

TIER 2

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Build and decode words with short *a*

I Do Display the Word-Building Cards *c, a, t. This is the letter* c. *It stands for /k/. Say it with me: /k/. This is the letter* a. *It stands for /a/. Let's say it together: /a/. This is the letter* t. *It stands for /t/. Say /t/ with me: /t/. I'll blend sounds together: /caaat/,* cat.

We Do Guide children to blend the sounds and read: *am, at, an, map, ran, sat.*

You Do Have children use Word-Building Cards to build, blend, and read: *mat, can, nap, tap, pan, pat, cap, man, rat, tan.*

Repeat, blending additional short *a* words.

You may wish to review Phonics with ELL using this section.

BUILD WORDS WITH SHORT *a*

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Build and decode words with short *a*

I Do Display the Word-Building Cards *a* and *t*. *These are the letters* a *and* t. *They stand for /aaa/ and /t/. I will blend /aaa/ and /t/ together: /aaat/,* at. *The word is* at.

We Do *Now let's do one together.* Make the word *at* using Word-Building Cards. Place the letter *s* in front of *at*. *Let's blend: /sss/ /aaat/, /sssaaat/,* sat.

I am going to change the letter s *in* sat *to the letter* b. *Let's blend and read the new word: /b/ /aaa/ /t/, /baaat/,* bat.

You Do Have children build the words: *tap, tan, can, cat, mat, map, man, an, at, am.*

Repeat, building additional words with short *a*.

BLEND WORDS WITH SHORT *a*

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

I Do Display the Word-Building Cards *m, a, p*. *This is the letter* m. *It stands for /m/. This is the letter* a. *It stands for /a/. This is the letter* p. *It stands for /p/. Listen as I blend all three sounds: /mmmaaap/,* map. *The word is* map.

We Do Let's do some together. Blend and read the words *am, tan, rat,* and *nap* with children.

You Do Display the words to the right. Have children blend and read the words.

at	pan	Sam	cap
tap	ran	mat	Pam
an	sat	can	pat

Sam can pat the cat.
Pam and I ran to the mat.
The man has a cap.

BUILD FLUENCY WITH PHONICS

Sound/Spellings Fluency

Display the following Word-Building Cards: *a, b, c, ck, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z.* Have children chorally say the sounds. Repeat and vary the pace.

Fluency in Connected Text

Have children review *Jack Can* in their Reading/Writing Workshop. Identify short *a* words. Blend words as needed.

Have children reread on their own or with a partner.

Approaching Level

Structural Analysis

REVIEW INFLECTIONAL ENDING -*s*

OBJECTIVES

CCSS Read words with inflectional endings. **RF.1.3f**

Read words with the inflectional ending -*s*

I Do Write *tag* and *tags*. Underline the *s* in *tags*. Review with children that we add -*s* to an action word when it follows the words *he, she,* or *it*. *I pat the cat. Sam pats the cat.*

Point out the /z/ sound at the end of *tags*. Write *taps,* say the word, and point out the /s/ sound at the end.

We Do Write *tap* and *taps*. Guide children to use each word in a sentence. Ask: *How did you decide which word to use in that sentence?*

You Do Have children work with partners. Display the words *pat* and *wag*. Have children add an -*s* to each word and then use each word correctly in a sentence.

RETEACH INFLECTIONAL ENDING -*s*

OBJECTIVES

CCSS Read words with inflectional endings. **RF.1.3f**

Read words with the inflectional ending -*s*

I Do Write *nap* and *naps*. Circle the letter *s* in *naps*. *We add an* -s *at the end of an action word when it follows the words* he, she, *and* it. For example, *I nap. She naps.*

Say *naps* again and have children listen for the /s/ sound at the end. Then write and say *tags*. Point out that the letter s at the end of a word can also stand for the /z/ sound as in tags.

We Do Write *tap*. *Let's add* -s. *Let's use* taps *in a sentence.* Have children say sentences for *taps*.

Repeat this routine with *wag* and *yap*.

You Do Write *pat* and *tag*. *Now it's your turn. Add* -s *to each word.* Then have them write sentences with *pat, pats, tag,* and *tags*. Guide children as needed.

High-Frequency Words

REVIEW

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review *does, not, school, what*

I Do Use **High-Frequency Word Cards** to **Read/Spell/Write** each high-frequency word. Use each word orally in a sentence.

We Do Guide children to Read/Spell/Write each word on their **Response Boards**. Help them generate oral sentences for the words.

You Do Have partners work together to Read/Spell/Write the words *does, not, school,* and *what.* Ask them to use each word in a sentence.

RETEACH

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

I Do Review the high-frequency words using the Read/Spell/Write routine. Write and read a sentence for each word. Invite children to chime in for each high-frequency word.

We Do Guide children in using the Read/Spell/Write routine. Ask them to complete sentence starters: *(1) Does your friend ____? (2) My friend does not ____. (3) In school, I like to ____. (4) What do you ____?*

You Do Ask children to close their eyes and picture each word as a partner says it. Have them say each letter aloud as they write the word in the air.

CUMULATIVE REVIEW

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review previously taught high-frequency words

I Do Display the High-Frequency Word Cards for the Start Smart words. Use the Read/Spell/Write routine to review each word.

We Do Guide children as they Read/Spell/Write the words on their Response Boards. Say sentences but leave out the words. Have children hold up and say the word that completes each sentence.

You Do Have partners place all the words face up. Tell one partner to say a word, and have the other find and read it. Then have partners switch roles.

Fluency Display the High-Frequency Word Cards. Point to words in random order. Have children chorally read. Repeat at a faster pace.

Approaching Level

Comprehension

READ FOR FLUENCY

TIER 2

OBJECTIVES

CCSS Read grade-level text orally with accuracy, appropriate rate, and expression. **RF.1.4b**

I Do Read the first sentence of the Practice Book selection. Model using appropriate phrasing by pausing for end punctuation.

We Do Read the next two sentences and have children repeat each sentence after you. Point out how you pause at the end of each sentence.

You Do Have children read the selection aloud. Remind them to pause when they come to the punctuation mark at the end of each sentence.

IDENTIFY DETAILS

TIER 2

OBJECTIVES

CCSS Use illustrations in a story to describe its characters, setting, or events. **RL.1.7**

I Do Remind children what a detail is. *A detail is a piece of information about something. Details describe or tell about something. Stories have details in the words and pictures.*

We Do Display the Practice Book story. *Let's look for details in the picture. When I look at the picture, I see a cat. That is a detail. It tells me that the story is about a cat.*

You Do Guide children as they discuss other details in the pictures as they read the story. Prompt them to tell what details they learn.

REVIEW KEY DETAILS

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

I Do Remind children that when they read realistic fiction, they should look for important, or key, details. The key details help you understand the story.

We Do Read the first sentence of the Practice Book story together. Pause to point out the key details and discuss why they are important. *We read that Jack is a cat. That is an important detail. It tells us that the story is about a cat. Now look at the picture. What do we learn about Jack? What does he like to do?*

You Do Ask: *What important details have we read so far?* Record each detail on a Key Details chart. Continue guiding and prompting children as they identify key details in the story and pictures.

SELF-SELECTED READING

OBJECTIVES

CCSS With prompting and support, read prose and poetry of appropriate complexity for grade 1. **RL.1.10**

Apply the strategy and skill to read a realistic-fiction text

Read Independently

Have children pick a realistic-fiction story for sustained silent reading. Remind them to:

→ look for important details in the words and pictures.

→ visualize, or picture in their minds, the important details.

Read Purposefully

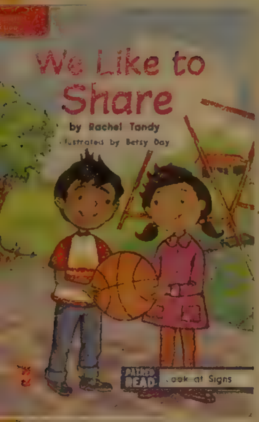
Have children record the important details on a Key Details chart. After reading, guide children to participate in a group discussion about the story they read. Guide children to:

→ share the information they recorded on their Key Details chart.

→ discuss what they liked or didn't like about the story.

→ tell what they pictured in their minds as they read.

On Level



Lexile 60

OBJECTIVES

Ask and answer questions about key details in a text. **RL.1.1**

Use illustrations in a story to describe its characters, setting, or events. **RL.1.7**

Leveled Reader: *We Like to Share*

Before Reading

Preview and Predict

Have children turn to the title page. Read the title and author name, and have children repeat. Preview the story's pictures. Prompt children to predict what the story will be about.

Review Genre: Realistic Fiction

Have children recall that realistic fiction is an invented story that could happen in real life.

ESSENTIAL QUESTION

Remind children of the Essential Question. Set a purpose for reading: *Let's read to find out what the children in the story like to share at school.*

Remind children that as they read, they can ask questions about what is happening in the story.

During Reading

Guided Comprehension

As children whisper read *We Like to Share*, monitor and provide guidance, correcting blending and modeling the key strategies and skills.

Strategy: Visualize

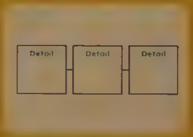
Remind children that as they read, they can visualize, or picture in their minds, what happens in the story. Model how to use the strategy on page 2. *When I read "We share at school," I think about the children in the story playing at school. I close my eyes and picture them. What are they doing? This helps me understand the story.*

Skill: Key Details

Remind children that key details give the most important information. They can look for key details in words and pictures. After reading, ask: *What key details did you learn from the words? What key details did you learn from the pictures?* Display a Key Details chart for children to copy.

Go Digital

We Like to Share



Graphic Organizer

Retell

Model recording children's answers in the detail boxes. Have children record the answers in their own charts.

Think Aloud As I read, I will look for key, or important, details. I know that they can be found in the text or in the pictures. I can use the key details to help me understand the story.

As children read, prompt them to complete the chart.

After Reading

Respond to Reading

Have children complete Respond to Reading on page 12 after they have finished reading.

Retell

Have children take turns retelling the story using the **Retelling Cards** as a guide. Help children make a personal connection by asking: *What do you like to play at school? When you play, what do you share?*

Model Fluency

Read the sentences one at a time. Have children echo read each sentence. Point out to children how you pause at the end of a sentence.

Apply Have children practice repeated reading with partners. Provide feedback as needed.

PAIRED READ ...

Look at Signs
Like to
hare
Welcome
Genre Nonfiction
Compare Texts
Read about signs at school.

Leveled Reader

"Look at Signs"

Make Connections: Write About It Analytical Writing

Before reading, ask children to note that the genre of this text is informational text. Then discuss the Compare Texts direction. After reading, ask children to make connections between how the signs in "Look at Signs" and the children in *We Like to Share* are helpful at school.

FOCUS ON SOCIAL STUDIES

Children can extend their knowledge of rules by completing the social studies activity on page 16.

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about what children do at school from both selections in the Leveled Reader.

Level Up

Class Party
We Like to Share
Level-up lessons available online.

IF children can read *We Like to Share* On Level with fluency and correctly answer the Respond to Reading questions,

THEN tell children that they will read another story about school.

- Use pages 2–3 of *Class Party* Beyond Level to model using Teaching Poster 26 to list key details.
- Have children read the selection, checking their comprehension by using the Key Details chart.

On Level

Phonics

BUILD WORDS WITH SHORT *a*

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Build and decode words with short *a*

I Do Display **Word-Building Cards** *p, a, t. These are the letters* p, a, *and* t. *They stand for /p/ /aaa/ and /t/. I will blend /p/ /aaa/ and /t/ together: /paaat/,* pat. *The word is* pat.

We Do *Let's blend the word* pat *together: /paaat/,* pat. *Now let's change the letter* p *to* c. Invite a volunteer to change the letter *p* to *c* using the Word-Building Cards. *Let's blend and read the new word together: /k/ /aaa/ /t/, /kaaat/,* cat. *The new word is* cat.

You Do Have children build and blend these words: *can, man, map, mat, rat, ran, tan, tap, taps, naps.*

Repeat with additional words with short *a*.

High-Frequency Words

REVIEW WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review high-frequency words: *does, not, school, what*

I Do Use the **Read/Spell/Write** routine to review *does, not, school,* and *what*. Use each word orally in a sentence.

We Do Guide children to Read/Spell/Write each word using their **Response Boards**. Then help children ask and answer questions using the words.

You Do Have partners use the words *does, not, school,* and *what* in sentences that tell about this week's stories. Explain that each sentence should use at least one high-frequency word.

Comprehension

REVIEW KEY DETAILS

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

I Do Remind children that when they read realistic fiction, they should look for important details. *When we read realistic fiction, we can learn important details from the words and the pictures. These important, or key, details help us understand what we read.*

We Do Read the first two sentences of the Practice Book story aloud. Pause to point out key details. Ask why each detail is important. *We read that Jack is a cat. Why is that an important detail?* (The story would not make sense if we didn't know Jack was a cat.) *Look at the pictures. What else can we learn about Jack?* (Jack likes Tam; Jack likes to play.)

You Do Guide children to read the rest of the Practice Book story. Remind them to identify key details in the pictures and words as they read. Then invite children to discuss the details and tell why they are important.

SELF-SELECTED READING

OBJECTIVES

CCSS With prompting and support, read prose and poetry of appropriate complexity for grade 1. **RL.1.10**

Apply the strategy and skill to read a text

Read Independently

Have children pick a realistic-fiction story for sustained silent reading. Remind them to:

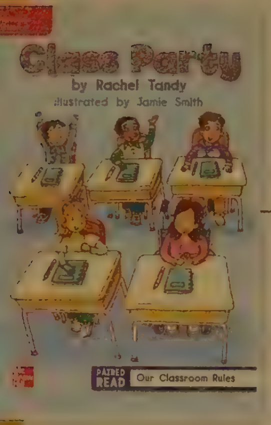
- → look for important details in the words and pictures.
- → close their eyes and visualize, or picture in their minds, the important details.

Read Purposefully

Have children record the important details on a Key Details chart. After reading, guide partners to:

- → share the information they recorded on their Key Details chart.
- → tell about their favorite story details.
- → describe what they visualized in their minds as they read.

Beyond Level



Class Party

by Rachel Tandy

illustrated by Jamie Smith

PAIRED READ Our Classroom Rules

Lexile 360

OBJECTIVES

Ask and answer questions about key details in a text. **RL.1.1**

Use illustrations in a story to describe its characters, setting, or events. **RL.1.7**

Leveled Reader: *Class Party*

Before Reading

Preview and Predict

Read the title and author name. Have children preview the title page and the illustrations. Ask: *What do you think this book will be about?*

Review Genre: Realistic Fiction

Have children recall that realistic fiction is an invented story that could happen in real life. Tell them to look for characteristics of realistic fiction as they read the Leveled Reader.

ESSENTIAL QUESTION

Remind children of the Essential Question: *What do you do at your school?* Have children set a purpose for reading by saying: *What do you want to find out about the class party?*

During Reading

Guided Comprehension

Have children whisper read *Class Party*. Have them place self-stick notes next to difficult words. Remind children that when they come to an unfamiliar word, they can look for familiar spellings. Explain that they will need to break longer words into smaller chunks and sound out each part.

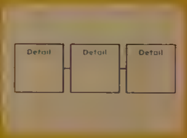
Monitor children's reading. Stop periodically and ask open-ended questions to facilitate rich discussion, such as, *How are the children in the class working together?* Build on children's responses to develop a deeper understanding of the text.

Strategy: Visualize

Remind children that visualizing what they are reading can help them understand the selection. Say: *Close your eyes and visualize the discussion taking place in the classroom as you read.*

Go Digital

Class Party



Graphic Organizer

Skill: Key Details

Remind children that realistic-fiction stories have key details. After reading, ask: *What are the key details in this story? How did paying attention to key details help you understand how the class planned the party?* Display a Key Details chart for children to copy.

Model how to record the key details. Have children fill in their charts.

Think Aloud As I read, I will look for key details in the text and in the illustrations. I will use the key details to help me understand the story.

After Reading

Respond to Reading

Have children complete the Respond to Reading on page 12 after they have finished the story.

Retell

Have children take turns retelling the story. Help children make a personal connection by writing about a class party they have had. Say: *Write about a class party you have had. How did you and your classmates work together to prepare for the party?*

PAIRED READ ...

Our Classroom Rules
Genre Nonfiction
Compare Texts
Read about classroom rules.
Party
Our Classroom Rules

Leveled Reader

"Our Classroom Rules"

Make Connections: Write About It

Analytical Writing

Before reading "Our Classroom Rules," have children preview the title page and prompt them to identify the genre. Then discuss the Compare Texts direction. After reading, have children work with a partner to discuss key details in "Our Classroom Rules" and *Class Party*. Ask children to make connections by comparing and contrasting the selections. Prompt children to discuss what they learned about classroom rules.

FOCUS ON SOCIAL STUDIES

Children can extend their knowledge of classroom rules by completing the social studies activity on page 16.

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about school from both selections in the Leveled Reader.

Gifted and Talented

SYNTHESIZE Challenge children to think of what might happen if the children in *Class Party* did not work together or help each other. Children should make a prediction and write about how this might affect the class and the party.

EXTEND Have them use examples from this week's selections or do additional research.

Beyond Level

Vocabulary

ORAL VOCABULARY: SYNONYMS

OBJECTIVES

CCSS Use sentence-level context as a clue to the meaning of a word or phrase. **L.1.4a**

I Do Review with children the meaning of the oral vocabulary word *learn*.

Explain that a synonym is a word that means almost the same thing as another word. *A synonym for* learn *is* study. *When you study something, you work to learn it. Children study reading and math in school.*

Continue with: *Reading and math are subjects you learn about in school. A synonym for* subjects *is* topics.

We Do Have children take turns using the words *study* and *topics* in sentences. Suggest they tell what they study in school and at home and what their favorite topics are when they read or listen to stories.

You Do Have partners ask and answer questions using the synonyms *learn* and *study*. Then have them discuss topics they know about outside of school. Point out that topics can be from the news, books, or their daily activities.

Gifted and Talented **Extend** Have children plan and act out short plays about the subjects they learn in school. Challenge them to use the synonyms they learned, *study* and *topics*, in their skits.

Comprehension

REVIEW KEY DETAILS

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

I Do Discuss with children how they can determine the key, or important, details in a realistic-fiction story. Prompt them to tell where they can find important details.

We Do Guide children in reading the first sentences of the Practice Book story aloud. Pause to prompt children to identify important details and discuss why they are important. *What important details did we read? Why are they important*?

You Do Have children read the rest of the Practice Book story independently. Remind them to identify the key details as they read. Then invite children to discuss the details and tell why they are important.

SELF-SELECTED READING

OBJECTIVES

CCSS With prompting and support, read prose and poetry of appropriate complexity for grade 1. **RL.1.10**

Apply the strategy and skill to read a text

Read Independently

Have children pick a realistic-fiction story for sustained silent reading. Tell them that they should use a Key Details chart to record key details from the words and pictures. Remind them to visualize, or picture in their minds, these important details.

Read Purposefully

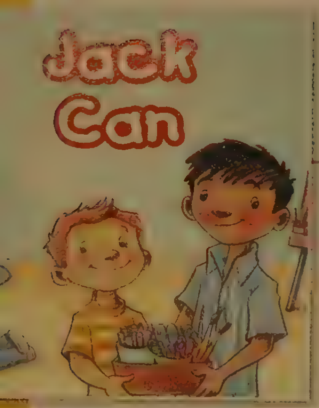
Have children record the important details on a Key Details chart. After reading, guide children to:

→ share the information they recorded on their Key Details chart with a partner and discuss their favorite details.

→ record information about the story in a reading response journal.

Independent Study Have children discuss why they did or did not like the stories they read. If they liked their story, challenge them to write sentences that tell others why they should read the book. If they did not like their story, challenge them to write a few sentences to the author about what they didn't like.

English Language Learners



Reading/Writing Workshop

OBJECTIVES

Ask and answer questions about key details in a text. **RL.1.1**

Use illustrations in a story to describe its characters, setting, or events. **RL.1.7**

Visualize details in a story

Shared Read

Jack Can

Before Reading

Build Background

Read the Essential Question: *What do you do at your school?*

- Explain the meaning of the Essential Question: *You are at your school every day. You do many things here. What do you do?*
- **Model an answer:** *I learn at school. I learn to read. I learn about numbers. I learn to write. I draw pictures. I play games outside and in gym class.*
- Ask children questions that tie the Essential Question to their own background knowledge: *What do you like to do at school the most? What don't you like to do at school? Tell your partner.* Ask partners to share their answers.

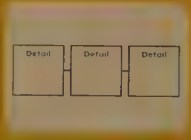
During Reading

Interactive Question-Response

- Ask questions that help children understand the meaning of the text after each paragraph.
- Reinforce the meanings of key vocabulary by providing meanings embedded in the questions.
- Ask children questions that require them to use key vocabulary.
- Reinforce the comprehension strategies and skills of the week by modeling.

Go Digital

Jack Can



Graphic Organizer

Jack Can

Pages 14–15

Point to the title. *Listen as I read the title.* Point to each word as you read it. *What is the title?* (*Jack Can*)

Point to Max. *This is Max. He is tall.* Use your hand to show tall. Point to Jack. *This is Jack. He is not tall.* Show "not tall." *Let's read the story to find out what Max and Jack can do at school.*

Pages 16–17

Listen as I read page 16: "Max can." *Look at the picture. What can Max do at school?* (Max can paint.) *Say it with me:* Max can paint. *Pretend you are Max. Show me how you paint.*

Now let's read page 17 together: "Can Jack? Jack can." *Can Jack paint?* (Yes. Jack can.)

Explain and Model Phonics Repeat the sentences on pages 16–17. *Listen carefully. Raise your hand when you hear a word that has the /a/ sound.* (*Max, can, Jack*) *Now let's practice saying each word together:* Max, can, Jack.

Explain and Model the Comprehension Skill Remind children that they can find details in the words and pictures. *I read the words to learn details. The words* Max *and* Jack *tell me who the boys are. I look at the pictures to learn other details. I see that Max and Jack can paint.*

Pages 18–19

Let's read the pages together: "Max can. Can Jack? Jack can not." Demonstrate reaching up to touch something. *I can reach. Can you reach?* Have children reach different things as they say "I can" or "I can not."

What can Max do? Can Jack? (Max can reach. Jack can not reach.)

Page 20

Have children look at the picture. *Is Jack happy or sad? Let's read the page:* "Jack is sad."

Explain and Model the Strategy Have children think about the text "Jack is sad" and look at what is happening in the picture. *What did Jack try to do? Close your eyes. Picture Jack in his classroom. What do you see?*

Why is Jack sad? (Jack can not reach.)

Page 21

Look at the picture. Point to Nan. *This is Nan.* Point to the stool. *Nan has a stool. Say it with me:* stool. *Now let's read the page:* "What does Nan do?"

Explain and Model the High-Frequency Words Point out the words "What does" in the question. What *is a question word. Let's ask some questions. We will start our questions with the words* What does ________?

What do you think Nan will do? (Nan will give the stool to Jack.)

Pages 22–23

Let's read the pages together. What does Nan do? (Nan helps Jack.) *Look at the pictures. What does the sign say?* (We like school.)

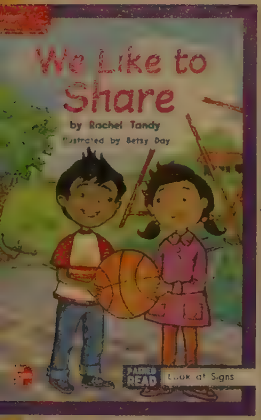
Do you like school?

After Reading

Make Connections

→ Review the Essential Question.

English Language Learners



Lexile 100

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

CCSS Use illustrations and details in a story to describe its characters, setting, or events. **RL.1.7**

Visualize details

ACADEMIC LANGUAGE

- *author, reread, retell*
- Cognate: *autor*

Leveled Reader: *We Like to Share*

Before Reading

Preview

Read the title. Ask: *What is the title? Say it again.* Repeat with the author's name. Preview the story's illustrations. Have children describe the pictures. Use simple language to tell about each page. Follow with questions, such as *Is this a ball? Who plays with a ball?*

ESSENTIAL QUESTION

Remind children of the Essential Question. Say: *Let's read to find out what some children do at school.* Encourage children to ask for help if they do not understand a word or phrase.

During Reading

Interactive Question-Response

Pages 2–3 *Let's read the labels together:* jump rope, swing, ball. *Who has a jump rope? Where is the swing?* Point to the ball. *What is this?* Point to the word *school. These children like to play. Where do they play? Let's reread the sentence that tells us:* "We play at school."

Retell to your partner what you have learned so far. (The children like to play at school.)

Pages 4–5 *Let's read the labels:* Rosa, jump rope. *Point to Rosa. Point to the jump rope. Pretend you are Rosa. Show me how to jump rope. Now let's read the sentence on page 5 together:* "Rosa can share." Point to the picture that shows what Rosa can share. *Now tell me what Rosa can share:* Rosa can share a jump rope.

Pages 6–7 *Let's read what Raj likes to do:* "Raj likes to play ball." *Look at the picture on page 6. What does Raj do with the ball? Show me. Now look at the picture on page 7. What can Raj do? Tell your partner.*

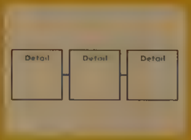
Pages 8–9 *Look at the picture on page 8. What does Ann like to do? Show me. Now say it with me:* Ann likes to hop. *Look at the picture on page 9. What can Ann do? Tell your partner.*

Pages 10–11 Point to Sam. *Does Sam like to play tag? What does Sam like to do? Let's find the sentence that tells us.* (Sam likes to slide!)

Go Digital

We Like to Share

We Like to Share



Graphic Organizer

Retell

After Reading

Respond to Reading

Revisit the Essential Question. Ask children to work with partners to fill in the graphic organizer and answer the questions on page 12. Pair children with peers of varying language abilities.

Retell

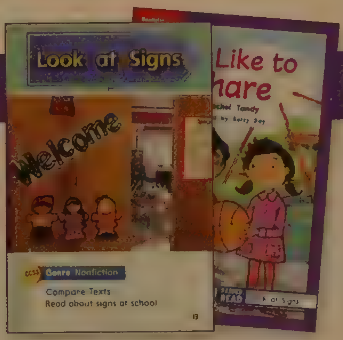
Model retelling using the **Retelling Card** prompts. Then guide children to retell the story to a partner. Say: *Look at the pictures. Use details you see to help you retell the story.* Help children make personal connections by asking: *What do you like to play at school? What do you share?*

Phrasing Fluency: Pausing for Sentence Punctuation

Read the pages in the book, one at a time. Help children echo read the pages with proper phrasing. Remind them to pause at the end of each sentence.

Apply Have children practice reading with a partner. Pair children with peers of varying language abilities. Provide feedback.

PAIRED READ ...



Leveled Reader

"Look at Signs"

Make Connections: Write About It

Analytical Writing

Before reading, tell children that this text is informational text. Then discuss the Compare Texts direction.

After reading, ask children to make connections between what they read in "Look at Signs" and *We Like to Share*. Prompt children by providing sentence frames: *Both selections tell about _____. We use signs to _____. We share when _____.*

FOCUS ON SOCIAL STUDIES

Children can extend their knowledge of how rules help us by completing the social studies activity on page 16.

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about helping out at school from both selections in the Leveled Reader.

Level Up

We Like to Share
We Like to Share
Level-up lessons available online.

IF children can read *We Like to Share* **ELL Level** with fluency and correctly answer the Respond to Reading questions,

THEN tell children that they will read a more detailed version of the story.

- Use pages 2–3 of *We Like to Share* **On Level** to model using Teaching Poster 26 to list key details.
- Have children read the story, checking their comprehension by using the graphic organizer.

English Language Learners

Vocabulary

PRETEACH ORAL VOCABULARY

OBJECTIVES

CCSS Produce complete sentences when appropriate to task and situation. **SL.1.6**

LANGUAGE OBJECTIVE

Preteach oral vocabulary words

I Do Display images from the **Visual Vocabulary Cards** one at a time and follow the routine to preteach the oral vocabulary words *learn* and *subjects*.

We Do Display the image again and explain how it illustrates or demonstrates the word. Model using the sentences to describe the image.

You Do Display the word again and have children create sentences using each word.

Beginning	Intermediate	Advanced/High
Display the cards. Say each word and have children point to the card and repeat the word.	Provide sentence starters for children to complete.	Have children create their own oral sentences for the words.

PRETEACH ELL VOCABULARY

OBJECTIVES

CCSS Produce complete sentences when appropriate to task and situation. **SL.1.6**

LANGUAGE OBJECTIVE

Preteach ELL vocabulary words

I Do Display images from the Visual Vocabulary Cards one at a time and follow the routine to preteach the ELL Vocabulary words *cooperation* and *favorite*. Say the word and have children repeat it. Define the word in English.

We Do Display the image again and explain how it illustrates or demonstrates the word. Model using the sentences to describe the image.

You Do Display the word again and have children say the word and then spell it. Provide opportunities for children to use the words in speaking and writing. Provide sentence starters.

Beginning	Intermediate	Advanced/High
Have children echo spell and say the words. Use the word in a simple sentence for them to repeat.	Say the words and have children repeat. Provide sentence starters for children to complete.	Have children say and spell the words and use them in their own sentences.

High-Frequency Words

REVIEW WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

LANGUAGE OBJECTIVE

Use high-frequency words *does, not, school, what*

I Do Display the **High-Frequency Word Cards** for *does, not, school,* and *what*. Use the **Read/Spell/Write** routine to teach each word. Have children write the words on their **Response Boards**.

We Do Write sentence frames on separate lines. Track the print as children read and complete the sentences: *(1) Does a cat ____? (2) I am not ____. (3) In school, I like ____. (4) What do you ____?*

You Do Display the High-Frequency Word Cards for the Start Smart words. Display one card at a time as children chorally read the word. Mix and repeat. Note words that children need to review.

Beginning	Intermediate	Advanced/High
Say sentences for each word. Have children point to and say the word.	Have partners take turns using the words in oral sentences.	Have partners write sentences for each word.

RETEACH WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

LANGUAGE OBJECTIVE

Use high-frequency words *does, not, school, what*

I Do Display the **Visual Vocabulary Card** and say the word aloud. Define the word in English and, if appropriate, in Spanish. Identify any cognates.

We Do Point to the image again and explain how it illustrates or demonstrates the word. Ask children to repeat the word. Engage children in structured partner-talk about the image as prompted on the back of the card. Ask children to chorally say the word three times.

You Do Display each visual in random order, hiding the word. Have children identify the word and define it in their own words.

Beginning	Intermediate	Advanced/High
Say a word. Have children find its picture and repeat the word.	Have children complete sentence frames for the word.	Have children say a sentence but leave out the word. Ask partners to tell what word completes the sentence.

English Language Learners

Writing/Spelling

WRITING TRAIT: IDEAS

OBJECTIVES

CCSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

LANGUAGE OBJECTIVE

Focus on a single event

I Do Explain that writers can write a story about one main event. Write and read these sentences: *Dad naps. The cat naps with Dad.* Help children tell what event the sentences tell about.

We Do Read aloud pages 16–19 of *Jack Can*. Ask children what Jack does. Explain that the author tells different things about one event. Help children find sentences that tell what Jack does.

You Do Have children say two sentences about one thing they can or can not do. Remind them to tell about only one event.

Beginning	Intermediate	Advanced/High
Have children take turns showing you one thing they can do. Say a sentence telling what they can do for them to repeat.	Have children complete sentence starters about one thing they see happening in the story's pictures.	Have children look at pictures. Ask them to write sentences that tell about one thing that is happening in each picture.

WORDS WITH SHORT *a*

OBJECTIVES

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

I Do Read aloud the first Spelling Word on page T14. Segment the word into sounds and attach a spelling to each sound. Point out the short /a/. Read aloud, segment, and spell the remaining words and have children repeat.

We Do Read aloud the first sentence from the Dictation routine on page T14. Then read the short *a* word slowly and ask children to repeat. Have them write the word. Repeat the process for the remaining sentences.

You Do Display the words. Have children work with partners to check their spelling lists. Have children correct misspelled words on their lists.

Beginning	Intermediate	Advanced/High
Help children say the words and copy them with the correct spelling.	After children have corrected their words, have pairs quiz each other.	Challenge children to think of other words that have the short *a* sound.

Grammar

SENTENCES

OBJECTIVES

CCSS Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **L.1.1j**

LANGUAGE OBJECTIVE

Recognize that a sentence expresses a complete thought

Language Transfers Handbook

Language Transfers Handbook

TRANSFER SKILLS

Cantonese, Haitian Creole, Hmong, Korean, Vietnamese, and Khmer speakers may omit *-s* in third-person singular present tense verbs when creating sentences. *(The cat see the mat.)* Point it out and emphasize the *-s* when giving examples.

I Do

Review that a sentence is a group of words that tells a complete thought. Remind children that a sentence starts with a capital letter. Write the following sentence on the board: *The cat sees a rat.* Read the sentence. Circle the capital letter. Circle the period. Say: *This sentence tells a complete thought. It tells what the cat sees. The sentence starts with a capital letter. It ends with a punctuation mark.*

We Do

Write sentences and phrases, such as those provided below, on the board. Have children read each aloud and then say: *This is/is not a sentence.*

The man sees a cap.

can play

Sam ran.

The cat is big.

You Do

Write the following sentence frames on the board:

We like to ____. ____ ran to school.

Pair children and have them complete each sentence frame. Circulate, listen in, and take note of each child's language use and proficiency.

Beginning	Intermediate	Advanced/High
Help children use complete sentences to tell about a picture from a story they have read. Model a response: *In the picture ____.*	Ask children to describe a picture from a story they have read using complete sentences.	Have children write as many complete sentences as they can to tell what is happening in pictures from a story they have read.

PROGRESS MONITORING

Weekly Assessment

CCSS TESTED SKILLS

✓COMPREHENSION:

Key Details **RL.1.1**

✓PHONEMIC AWARENESS:

Identify Rhyme **RF.1.2c**

Phoneme Isolation **RF.1.2c**

Phoneme Blending **RF.1.2b**

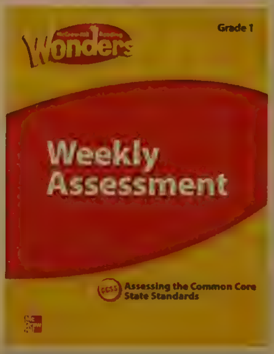
Phoneme Segmentation **RF.1.2d**

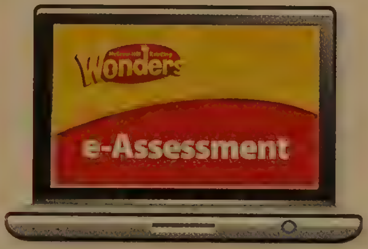
✓PHONICS/STRUCTURAL ANALYSIS/HIGH-FREQUENCY WORDS:

Short *a* **RF.1.3b**

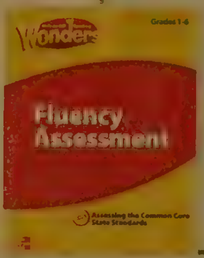
Inflectional Ending *–s* **RF.1.3f**

does, not, school, what **RF.1.3g**


Wonders
Grade 1
Weekly Assessment
Assessing the Common Core State Standards


Wonders
e-Assessment

FLUENCY


Wonders
Grades 1-6
Fluency Assessment
Assessing the Common Core State Standards

Conduct group fluency assessments.

Assess fluency for one group of children per week using the **Letter Naming, Phoneme Segmentation,** and **Sight Word Fluency** assessments in ***Reading Wonders Fluency Assessment.***

Go Digital! http://connected.mcgraw-hill.com

Using Assessment Results

TESTED SKILLS	If . . .	Then . . .
COMPREHENSION	Children answer 0–3 multiple-choice items correctly . . .	. . . assign Lessons 10–12 on Key Details (Fiction) from the ***Tier 2 Comprehension Intervention online PDFs.***
PHONEMIC AWARENESS	Children answer 0–1 multiple-choice items correctly . . .	. . . assign Lessons 6–8 on Identify Rhyme, Lessons 16–17 on Phoneme Isolation: Beginning Sounds, Lessons 62–66 on Phoneme Blending, and Lessons 67–71 on Phoneme Segmenting from the ***Tier 2 Phonemic Awareness Intervention online PDFs.***
PHONICS/ STRUCTURAL ANALYSIS/HFW	Children answer 0–5 multiple-choice items correctly . . .	. . . assign Lesson 45 on Short *a* and Lesson 65 on Inflectional Ending *-s* (third person singular) from the ***Tier 2 Phonics/Word Study Intervention online PDFs.***

Response to Intervention

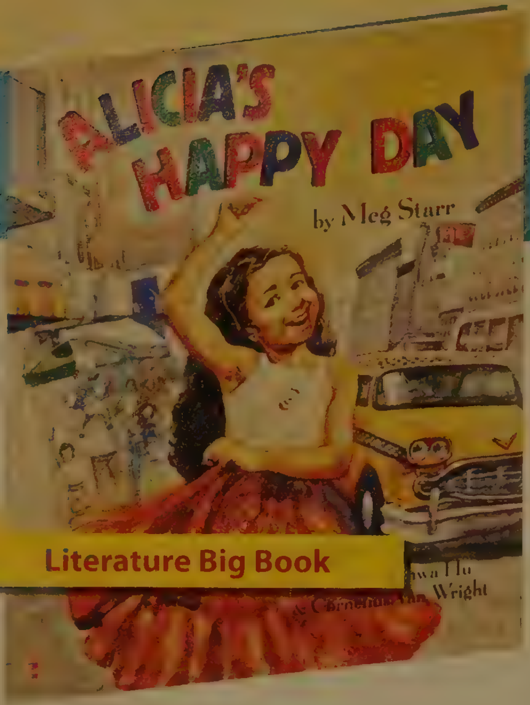
Use children's assessment results to assist you in identifying children who will benefit from focused intervention.

Use the appropriate sections of the ***Placement and Diagnostic Assessment*** to designate children requiring:

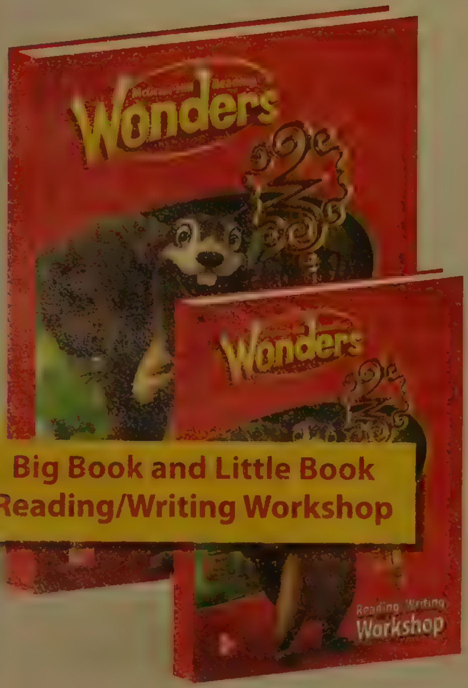
TIER 2 **Intervention Online PDFs**

TIER 3 **WonderWorks Intervention Program**

WEEKLY OVERVIEW


ALICIA'S HAPPY DAY
by Meg Starr
...hwa Hu
& Cornelius Van Wright

Literature Big Book

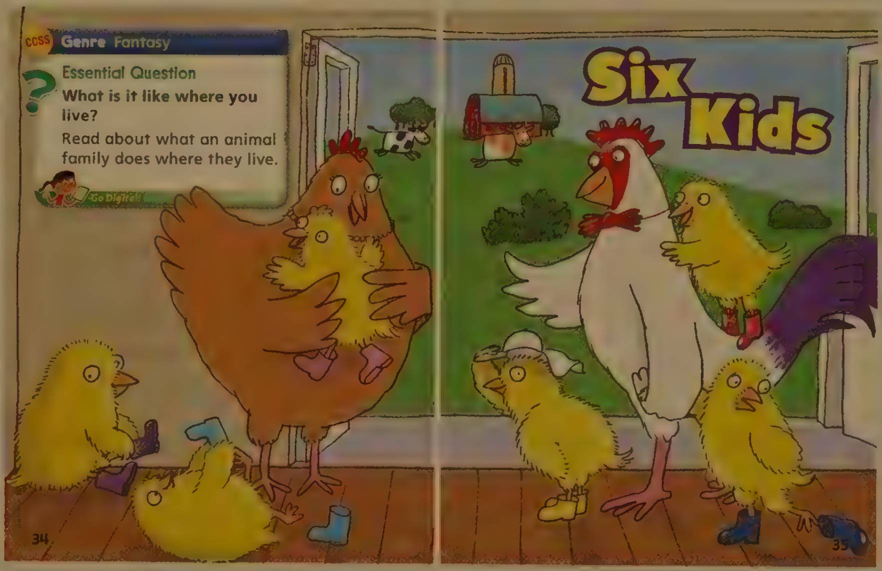

Wonders
Wonders
Reading Writing Workshop

Big Book and Little Book Reading/Writing Workshop

TEACH AND MODEL

Listening Comprehension

Comprehension Strategy *Visualize* T88–T89



CCSS Genre Fantasy

Essential Question

What is it like where you live?

Read about what an animal family does where they live.

Go Digital!

Six Kids

34

35

Close Reading

Shared Reading *Six Kids*, 34–43

Genre Fantasy

Lexile 250

Words to Know T93

down, out, up, very

Minilessons

✓ Tested Skills CCSS

✓ **Phonics**	Short *i*, T94–T95
✓ **Comprehension Skill**	Key Details, T105
✓ **Writing Traits**	Ideas, T114
✓ **Grammar**	Word Order, T115

Go Digital

http://connected.mcgraw-hill.com

WHERE I LIVE

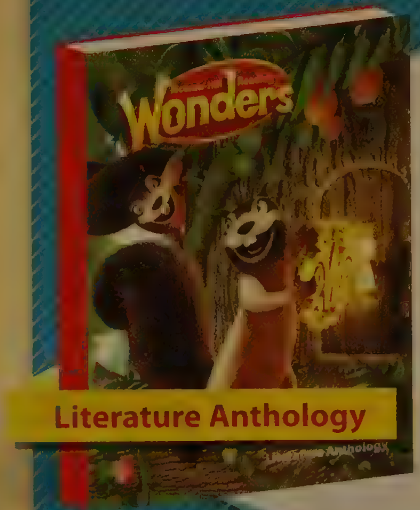
Essential Question

What is it like where you live?

WEEK 2

APPLY WITH CLOSE READING

Complex Text



Literature Anthology

Genre Fantasy

What is it like where you live?

Read about a squirrel's day out in the city.

Go, Pip!

PAIRED READ

Genre Nonfiction

Compare Texts

I Live Here

I live in the country

I live in a house.

Not many people live near us

I live in the city

I live in a big building

Lots of people live here.

Go, Pip!, 26–39

Genre Fantasy

Lexile 30

"I Live Here," 42–47

Genre Nonfiction

Lexile BR

Differentiated Text

What Can We See?
A Trip to the City
Harvest Time
A Trip to the City

Leveled Readers *Including Paired Reads*

APPROACHING	ON LEVEL	BEYOND	ELL
Lexile BR	**Lexile** 30	**Lexile** 330	**Lexile** BR

Extended Complex Text

Raising Dragons

Genre

Fiction

Lexile 670

Raising Dragons
A Splendid Friend, Indeed

Classroom Library

A Splendid Friend, Indeed

Genre

Fiction

Lexile BR

Classroom Library lessons available online

BR = Epitome of a beginning reader

TEACH AND MANAGE

How You Teach

INTRODUCE

Weekly Concept
Where I Live

Weekly Concept Where I Live
Outside My Window

Reading/Writing Workshop
16–27

Wonders
Reading/Writing Workshop

TEACH

Listening Comprehension
Alicia's Happy Day

Close Reading
Six Kids

Minilessons
Key Details, Fantasy, /i/i,
High-Frequency Words

Alicia's Happy
Wonders
Workshop

APPLY

Close Reading
Go, Pip!
"I Live Here"

Go Digital

Interactive Whiteboard

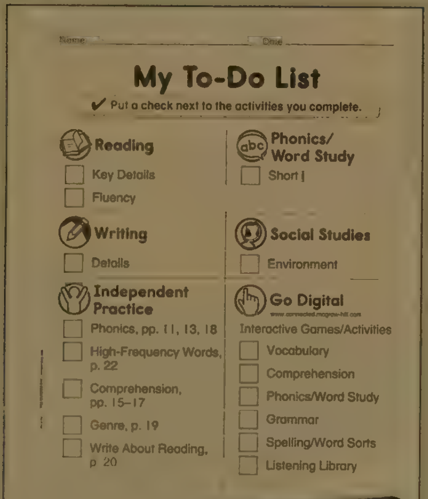
Interactive Whiteboard

Mobile

How Students Practice

WEEKLY CONTRACT

PDF Online



Name ______ Date ______

My To-Do List

✔ Put a check next to the activities you complete.

Reading
☐ Key Details
☐ Fluency

Phonics/Word Study
☐ Short i

Writing
☐ Details

Social Studies
☐ Environment

Independent Practice
☐ Phonics, pp. 11, 13, 18
☐ High-Frequency Words, p. 22
☐ Comprehension, pp. 15–17
☐ Genre, p. 19
☐ Write About Reading, p. 20

Go Digital
www.connected.mcgraw-hill.com
Interactive Games/Activities
☐ Vocabulary
☐ Comprehension
☐ Phonics/Word Study
☐ Grammar
☐ Spelling/Word Sorts
☐ Listening Library

Contracts

LEVELED PRACTICE AND ONLINE ACTIVITIES

Your Turn Practice Book
11–20

Wonders
Your Turn
Practice Book

Leveled Readers

Harvest Time
A Trip to the City
What Can We See?
A Trip to the City

Go Digital

Online To-Do List

Leveled Activities

Mobile

WEEK 2

DIFFERENTIATE

SMALL GROUP INSTRUCTION

Leveled Readers

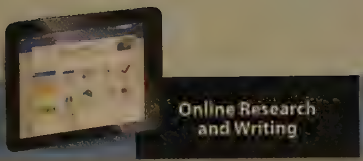
What Can We See?
A Trip to the City

INTEGRATE

Research and Inquiry
Venn Diagram, T122–T123

Text Connections
Where I Live, T124

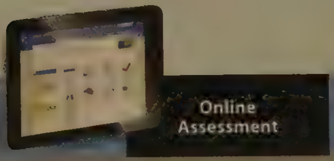
Write About Reading
Analyze Key Details, T125



ASSESS

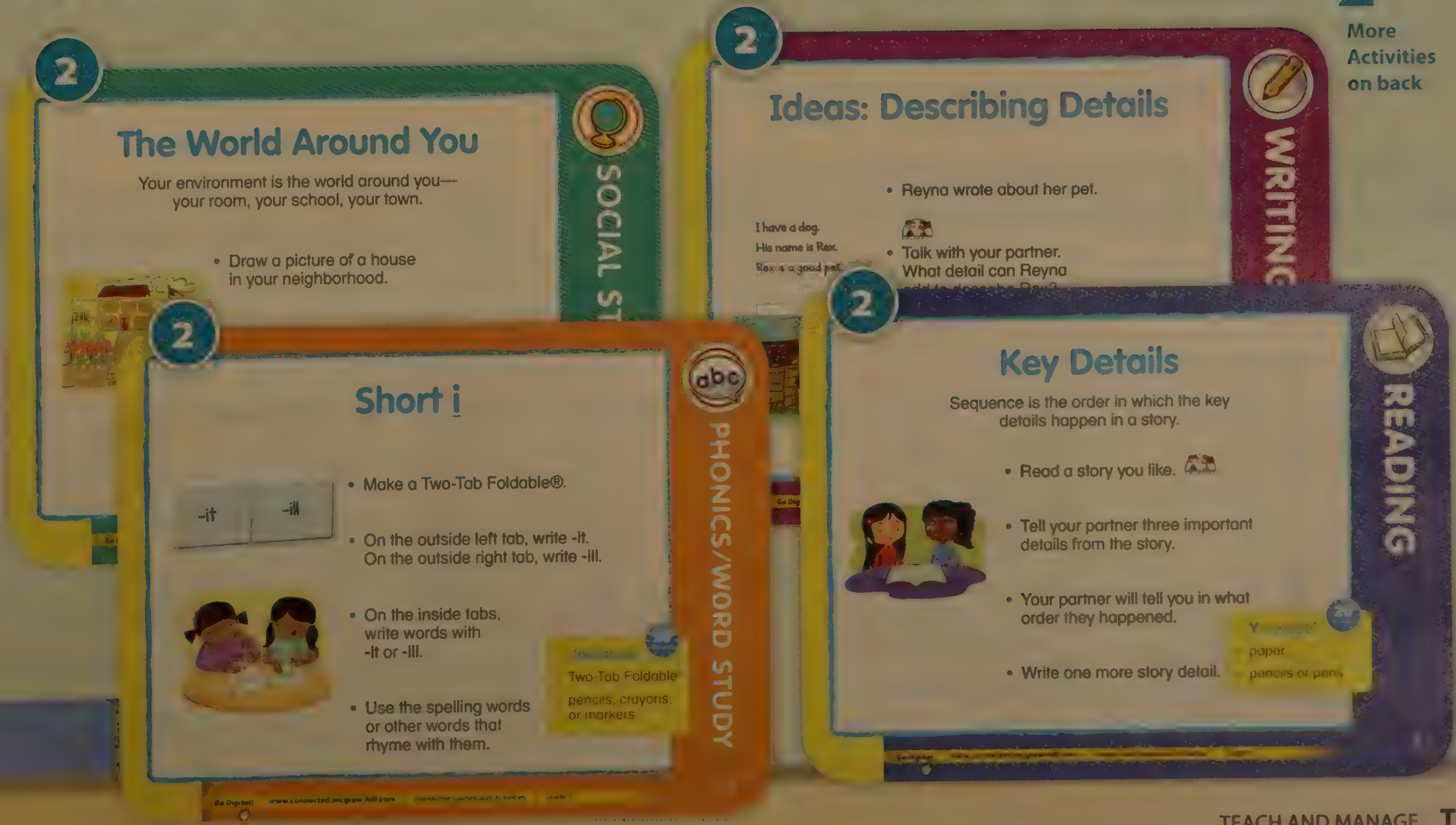
Wonders
Weekly Assessment

Weekly Assessment
11–20



LEVELED WORKSTATION CARDS

More Activities on back



2

The World Around You

Your environment is the world around you—your room, your school, your town.

- Draw a picture of a house in your neighborhood.

SOCIAL ST

2

Ideas: Describing Details

- Reyna wrote about her pet.

I have a dog.
His name is Rex.
Rex is a good pet.

- Talk with your partner. What detail can Reyna

WRITING

2

Short i

- Make a Two-Tab Foldable®.
- On the outside left tab, write -it. On the outside right tab, write -ill.
- On the inside tabs, write words with -it or -ill.
- Use the spelling words or other words that rhyme with them.

Two-Tab Foldable
pencils, crayons, or markers

PHONICS/WORD STUDY

2

Key Details

Sequence is the order in which the key details happen in a story.

- Read a story you like.
- Tell your partner three important details from the story.
- Your partner will tell you in what order they happened.
- Write one more story detail.

paper
pencils or pens

READING

DEVELOPING READERS AND WRITERS

Write About Reading • Analytical Writing

Write to Sources and Research

Note Taking, T113A
Key Details, T113B
Author's Purpose, T113H
Make Connections: Essential Question, T113J
Research and Inquiry, T122
Analyze to Inform/Explain, T125
Comparing Texts, T131, T141, T145, T151

Wonders
Grade 1
Unit 1

Teacher's Edition

Wonders
Your Turn
Practice Book

Key Details, pp. 15–17
Write About Reading, p. 20

Your Turn Practice Book

Interactive Whiteboard

What Can We See?
Harvest Time
A Trip to the City
A Trip to the City

Leveled Readers
Comparing Texts

Writing Process • Independent Writing

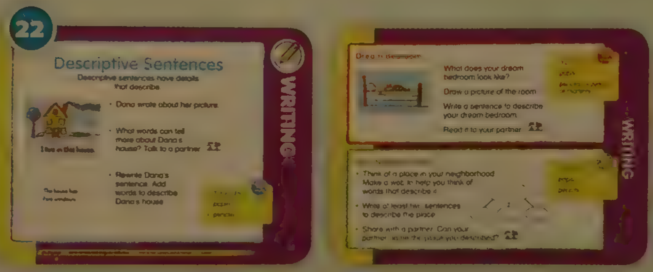
Narrative Text
Descriptive Sentences, T114–T115

Conferencing Routines
Peer Conferences, T120

Interactive Whiteboard

Wonders
Grade 1
Unit 1

Teacher's Edition


22
Descriptive Sentences
WRITING
WRITING

Leveled Workstation Card
Descriptive Sentences, Card 22

Writing Traits • Shared and Interactive Writing

Writing Trait: Ideas
Descriptive Sentences About a Place, T96

Conferencing Routines
Peer Conferences, T120

Wonders
Grade 1
Unit 1

Teacher's Edition

Wonders
Reading/Writing Workshop

Ideas: Word Order, pp. 46–47

Reading/Writing Workshop

2
Ideas: Describing Details
WRITING
WRITING

Leveled Workstation Card
Ideas: Describing Details, Card 2

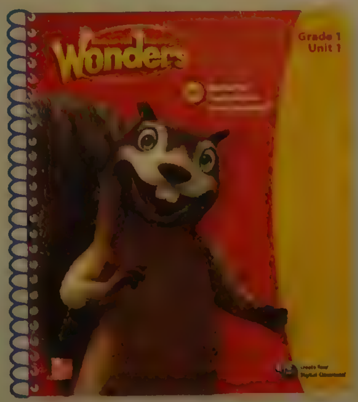
Interactive Whiteboard

Grammar and Spelling

Grammar
Word Order, T97

Spelling
Words with Short *i*, T92

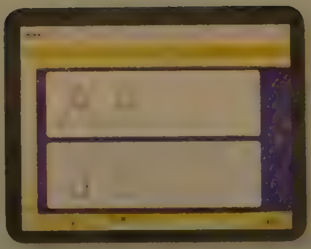
Interactive Whiteboard


Wonders
Grade 1
Unit 1

Teacher's Edition

Go Digital
make

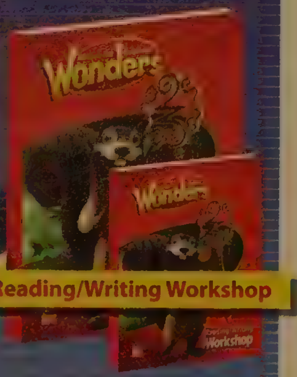
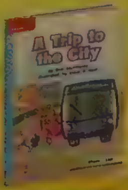
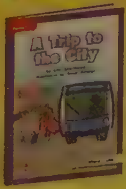
Online Spelling and Grammar Games



Handwriting

SUGGESTED LESSON PLAN

✓ TESTED SKILLS CCSS

		DAY 1	DAY 2
READING			
Whole Group	**Teach, Model, and Apply**  	**Build Background** Where I Live, T86–T87 **Oral Vocabulary Words** *city, country* T86 **Listening Comprehension** **Big Book** *Alicia's Happy Day,* T88 Strategy: Visualize, T89 **Word Work** T90–T93 Fluency: Sound-Spellings Phonological Awareness: Alliteration Phonics/Spelling: Introduce Short *i* High-Frequency Words: *down, out, up, very* **Shared Reading** *Six Kids,* T94–T95 **Practice** Your Turn, p. 11	**Oral Language** Where I Live, T98 **Oral Vocabulary Words** *bored, feast, scurried,* T98 **Listening Comprehension** Strategy: Visualize, T99 **Interactive Read-Aloud Cards** "The City Mouse and the Country Mouse," T99 **Word Work** T100–T103 Fluency: Sound-Spellings Phonemic Awareness: Phoneme Categorization Phonics/Spelling: Review Short *i* Structural Analysis: Double Final Consonants High-Frequency Words: *down, out, up, very* **Shared Reading** *Six Kids,* T104–T105 ✓**Comprehension** •Genre: Fantasy, T104 •Skill: Key Details, T105 **Practice** Your Turn, pp. 12–14
DIFFERENTIATED INSTRUCTION Choose across the week to meet your children's needs.			
Small Group	**Approaching Level** 	**Leveled Reader** *What Can We See?,* T130–T131 **Phonological Awareness** Recognize Initial Sound Alliteration, T132 ② **Phonics** Connect *i* to /i/, T134 ② **High-Frequency Words** Review, T137	**Leveled Reader** *What Can We See?,* T130–T131 **Phonological Awareness** Phoneme Blending, T132 ② **Phonics** Blend Words with Short *i,* T134 ② **High-Frequency Words** Reteach, T137 **Comprehension** Details, T138 ②
	On Level 	**Leveled Reader** *A Trip to the City,* T140–T141 **Phonics** Build Words with Short *i,* T142	**Leveled Reader** *A Trip to the City,* T140–T141 **High-Frequency Words** Review Words, T142
	Beyond Level 	**Leveled Reader** *Harvest Time,* T144–T145 **Oral Vocabulary** Antonyms, T146	**Leveled Reader** *Harvest Time,* T144–T145 **Oral Vocabulary** Antonyms, T146
	English Language Learners 	**Shared Read** *Six Kids,* T148–T149 **Phonological Awareness** Recognize Initial Sound Alliteration, T132 **Phonics** Connect *i* to /i/, T134 **Vocabulary** Preteach Oral Vocabulary, T152	**Leveled Reader** *A Trip to the City,* T150–T151 **Phonological Awareness** Phoneme Blending, T132 **Phonics** Blend Words with Short *i,* T134 **Vocabulary** Preteach ELL Vocabulary, T152
LANGUAGE ARTS			
Whole Group	**Writing** **Grammar**	**Shared Writing** Writing Trait: Ideas, T96 Descriptive Sentences About a Place, T96 **Grammar** •Word Order, T97 Mechanics: Sentence Punctuation (periods), T97	**Interactive Writing** Writing Trait: Ideas, T106 Descriptive Sentences About a Place, T106 **Grammar** •Word Order, T107 Mechanics: Sentence Punctuation (periods), T107

Go Digital

CUSTOMIZE YOUR OWN LESSON PLANS

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WEEK 2

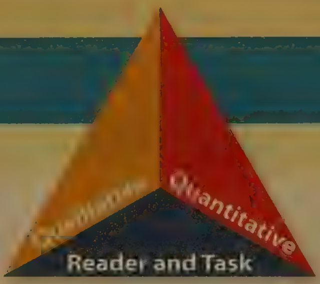
DAY 3	DAY 4	DAY 5 Review and Assess
		READING
Oral Language Where I Live, T108 **Review Oral Vocabulary** *city, country, bored, feast, scurried,* T108 **Listening Comprehension** **Big Book** *Alicia's Happy Day,* T109 •Strategy: Visualize, T109 •Retelling, T109 •Fluency: Intonation, T109 **Word Work** T110–T113 Fluency: Sound-Spellings Phonemic Awareness: Phoneme Blending Phonics/Spelling: Blend Words with Short *i* Structural Analysis: Double Final Consonants High-Frequency Words: *down, out, up, very* **Close Reading** *Go, Pip!* T113A–T113J Analytical Writing **Practice** Your Turn, pp. 15–17	**Oral Language** Where I Live, T116 **Comprehension** Text Features: Bold Print, T116 **Close Reading** "I Live Here," T117–T117B **Word Work** T118–T119 Fluency: Sound-Spellings Phonological Awareness: Alliteration Phonics/Spelling: Build Words with Short *i* Structural Analysis: Double Final Consonants High-Frequency Words: *down, out, up, very* **Integrate Ideas** Research and Inquiry, T122–T123 **Practice** Your Turn, pp. 18–19	**Integrate Ideas** •Text Connections, T124 •Write About Reading, T125 Analytical Writing **Word Work** T126–T127 Fluency: Word Automaticity Phonemic Awareness: Phoneme Blending/ Segmentation Phonics/Spelling: Blend and Build Words with Short *i* Structural Analysis: Double Final Consonants High-Frequency Words: *down, out, up, very* **Practice** Your Turn, p. 20
		DIFFERENTIATED INSTRUCTION
Leveled Reader *What Can We See?,* T130–T131 **Phonological Awareness** Generate Initial Sound Alliteration, T133 **Phonics** Build Words with Short *i*, T135 **Structural Analysis** Review Double Final Consonants, T136 **Comprehension** Review Key Details, T139	**Leveled Reader** Paired Read: "My Home," T131 Analytical Writing **Phonological Awareness** Phoneme Segmentation, T133 **Phonics** Blend Words with Short *i*, T135 **Structural Analysis** Reteach Double Final Consonants, T136 **Comprehension** Read for Fluency, T138 ②	**Leveled Reader** Literature Circles, T131 **Phonics** Build Fluency with Phonics, T135 **High-Frequency Words** Cumulative Review, T137 **Comprehension** Self-Selected Reading, T139
Leveled Reader *A Trip to the City,* T140–T141 **Comprehension** Review Key Details, T143	**Leveled Reader** Paired Read: "Where I Live," T141 Analytical Writing	**Leveled Reader** Literature Circles, T141 **Comprehension** Self-Selected Reading, T143
Leveled Reader *Harvest Time,* T144–T145 **Comprehension** Review Key Details, T147	**Leveled Reader** Paired Read: "Where We Live," T145 Analytical Writing	**Leveled Reader** Literature Circles, T145 **Comprehension** Self-Selected Reading, T147
Leveled Reader *A Trip to the City,* T150–T151 **Phonological Awareness** Generate Initial Sound Alliteration, T133 **Phonics** Build Words with Short *i*, T135 **Structural Analysis** Review Double Final Consonants, T136 **High-Frequency Words** Review Words, T153 **Writing** Writing Trait: Ideas, T154	**Leveled Reader** Paired Read: "Where I Live," T151 Analytical Writing **Phonological Awareness** Phoneme Segmentation, T133 **Structural Analysis** Reteach Double Final Consonants, T136 **High-Frequency Words** Reteach Words, T153 **Grammar** Word Order, T155	**Leveled Reader** Literature Circles, T151 **Phonics** Blend Words with Short *i*, T135 **Spelling** Words with Short *i*, T154
		LANGUAGE ARTS
Independent Writing Writing Trait: Ideas, T114 Descriptive Sentences About a Place: Prewrite/Draft, T114–T115 **Grammar** •Word Order, T115 Mechanics: Sentence Punctuation (periods), T115	**Independent Writing** Writing Trait: Ideas, T120 Descriptive Sentences About a Place: Revise/ Proofread/Edit, T120–T121 **Grammar** •Word Order, T121 Mechanics: Sentence Punctuation (periods), T121	**Independent Writing** Personal Narrative: Publish and Present, T128 **Grammar** •Word Order, T129 Mechanics: Sentence Punctuation (periods), T129

DIFFERENTIATE TO ACCELERATE

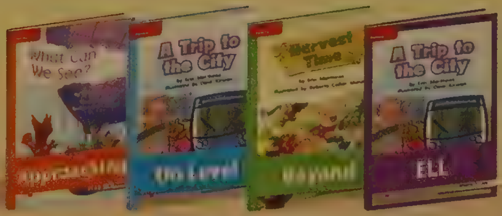
Scaffold to Access Complex Text

IF the text complexity of a particular selection is too difficult for children

THEN see the references noted in the chart below for scaffolded instruction to help children Access Complex Text.



TEXT COMPLEXITY

Big Book	Reading/Writing Workshop	Literature Anthology	Leveled Readers
			
Alicia's Happy Day **Lexile** NP	*Six Kids* **Lexile** 250	*Go, Pip!* **Lexile** 30 "I Live Here" **Lexile** BR	**Approaching Level** **Lexile** BR **On Level** **Lexile** 30 **Beyond Level** **Lexile** 330 **ELL** **Lexile** BR
What Makes the Text Complex? • **Organization**, T109 • **Lack of Prior Knowledge**, T109 *See Scaffolded Instruction in Teacher's Edition, T109.*	**What Makes the Text Complex?** **Foundational Skills** • Decoding with short *i*, T90–T91 • Reading words with double final consonants, T101 • Identifying high-frequency words, T93 *See Scaffolded Instruction in Teacher's Edition, T90–T91, T93, and T101.*	**What Makes the Text Complex?** **Foundational Skills** • Decoding with short *i*, T110–111 • Reading words with double final consonants, T111 • Identifying high-frequency words, T113	**What Makes the Text Complex?** **Foundational Skills** • Decoding with short *i* • Reading words with double final consonants • Identifying high-frequency words *down out up very* *See Level Up lessons online for Leveled Readers.*
The Introduce the Concept lesson on pages T86–T87 will help determine the reader's knowledge and engagement in the weekly concept. See pages T88–T89, T109, and T122–T125 for questions and tasks for this text.	The Introduce the Concept lesson on pages T86–T87 will help determine the reader's knowledge and engagement in the weekly concept. See pages T94–T95, T104–T105, and T122–T125 for questions and tasks for this text.	The Introduce the Concept lesson on pages T86–T87 will help determine the reader's knowledge and engagement in the weekly concept. See pages T113A–T113J, T117–T117B, and T122–T125 for questions and tasks for this text.	The Introduce the Concept lesson on pages T86–T87 will help determine the reader's knowledge and engagement in the weekly concept. See pages T130–T131, T140–T141, T144–T145, T150–T151, and T122–T125 for questions and tasks for this text.

Classroom Library Tradebooks: See pages T413–T415 for model lessons.

Monitor and Differentiate

IF you need to differentiate instruction

THEN then use the Quick Checks to assess children's needs and select the appropriate small group instruction focus.

✓ Quick Check

Comprehension Strategy Visualize, T89

Comprehension Skill Key Details, T105

Phonics Words with Short *i*, T93, T103, T113, T119, T127

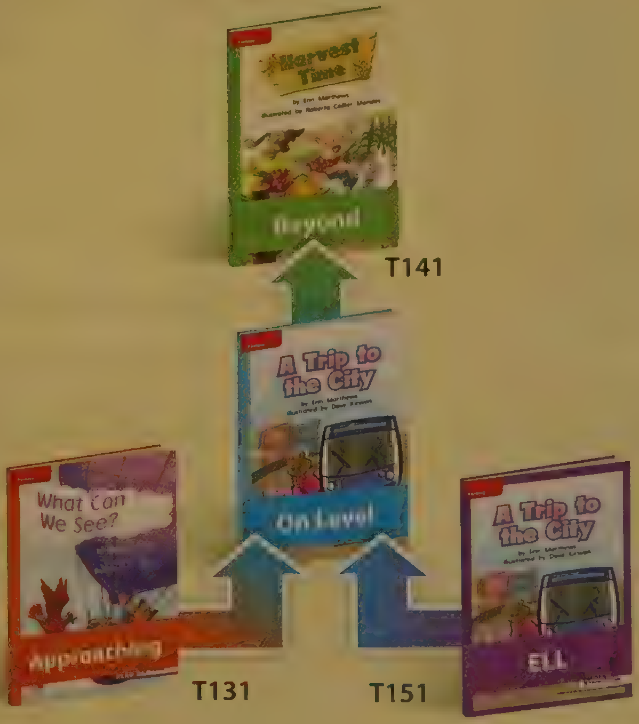
High-Frequency Words T93, T103, T113, T119, T127

If No →	Approaching Level	**Reteach** T130–T139
	ELL	**Develop** T148–T155
If Yes →	On Level	**Review** T140–T143
	Beyond Level	**Extend** T144–T147

Level Up with Leveled Readers

IF children can read their leveled text fluently and answer comprehension questions

THEN work with the next level up to accelerate children's reading with more complex text.



ENGLISH LANGUAGE LEARNERS
ELL SCAFFOLD

IF ELL students need additional support **THEN** scaffold instruction using the small group suggestions.

Shared Read	Leveled Reader	Phonological Awareness	Phonics	Words to Know	Writing	Spelling	Grammar
Six Kids, T148–T149	*A Trip to the City,* T150–T151 "Where I Live," T151	Recognize Initial Sound Alliteration, T132 Phoneme Blending, T132 Generate Initial Sound Alliteration, T133 Phoneme Segmentation, T133	Words with Short *i*, T134–T135 Structural Analysis, T136	*down, out, up, very,* T153	Ideas, T154	Words with Short *i*, T154	Word Order, T155

Note: Include ELL Students in all small groups based on their needs.

Materials

Reading/Writing Workshop
VOLUME 1

Reading/Writing Workshop Big Book
UNIT 1

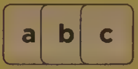
Literature Big Book
Alicia's Happy Day

Visual Vocabulary Cards
city country

High-Frequency Words Cards
down out up very

Teaching Poster

I was able to picture in my mind...
Think Aloud Clouds



Word-Building Cards

Sound-Spelling Cards

Introduce the Concept

MINILESSON 5 Mins

Build Background

ESSENTIAL QUESTION

What is it like where you live?

Tell children that this week they will be talking and reading about the different places where people live.

Oral Vocabulary Words

Tell children that you will share some words that they can use as they discuss what it is like where they live. Use the Define/Example/Ask routine to introduce the oral vocabulary words **city** and **country**.

Oral Vocabulary Routine **Visual Vocabulary Cards**

Define: A **city** is a large town with tall buildings and many people.

Example: Mr. Lee takes a bus across the city to his job in a tall office building.

Ask: Does a city have many streets and buildings, or just a few streets and buildings?

Define: The **country** is the land outside a town or city, where there are farms and not many buildings or people.

Example: On our drive through the country, we passed by fields of corn and saw lots of cows.

Ask: What do you see when you are in the country?

Discuss the theme of "Where I Live" and explain that people live in many different kinds of places. Have children talk about where they live. *Do you live in a city or in the country? What is it like?*

Reading/Writing Workshop Big Book

OBJECTIVES

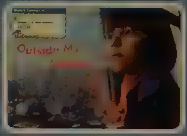
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). **SL.1.1a**

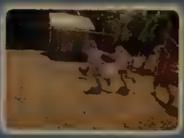
- Build background knowledge
- Discuss the Essential Question

ACADEMIC LANGUAGE

town, building

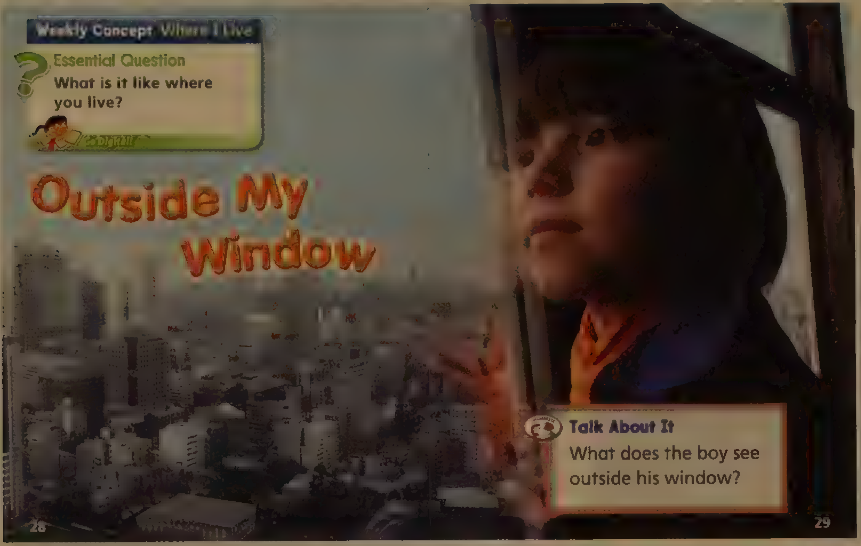
Go Digital


Where I Live


Video

Visual Glossary

Graphic Organizer



Weekly Concept Where I Live

Essential Question
What is it like where you live?

Go Digital!

Outside My Window

Talk About It
What does the boy see outside his window?

28

29

READING/WRITING WORKSHOP, pp. 28–29

Talk About It: Where I Live

Guide children to discuss what it might be like to live in the city in the photo.

- Is this child in the city or in the country? How do you know?
- What might this girl see if she lived in the country?

Use Teaching Poster 42 and prompt children to complete the chart.

Have children look at page 29 of their Reading/Writing Workshop and do the Talk About It activity with a partner.

City Life	Country Life

Teaching Poster

Collaborative Conversations

Take Turns Talking As children engage in partner, small-group, and whole-group discussions, encourage them to:

- take turns talking and not speak over others.
- raise their hand if they want to speak.
- ask others to share their ideas and opinions.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Use Visuals Point to the girl. *The girl is in a tall building. She is looking at the city. Are there many buildings here? Are the buildings very tall?*

Intermediate

Describe Ask children to describe the city. *What do you see? What is the girl doing?*

Advanced/Advanced High

Discuss Have children elaborate on what they see in the photograph. *What is the girl looking at? What do you think happens in all those buildings?* Clarify children's responses as needed by providing vocabulary.

Listening Comprehension

ALICIA'S HAPPY DAY
by Meg Starr

Literature Big Book

OBJECTIVES

Demonstrate understanding of the organization and basic features of print. **RF.1.1**

- Develop concept understanding
- Visualize a text read aloud

ACADEMIC LANGUAGE

- *title, author, illustrator*
- Cognates: *título, autor, ilustrador/a*

MINILESSON 10 Mins

Read the Literature Big Book

Connect to Concept: Where I Live

Tell children that they will now read a story that takes place in a busy city neighborhood. In the story, a girl has lots of fun while she and her mother walk through the neighborhood. Ask: *What fun things do you think the girl will do?*

Concepts of Print

Book Handling Remind children that the title, the author's name, and the illustrator's name are found on the front cover. Have children point to them as you read them aloud. Open the book and explain that as we read, we read each word on the page from the left to the right, and after the last word, we turn to the next page. See prompts in the Big Book for modeling concepts of print.

Set a Purpose for Reading

- Display the Big Book, *Alicia's Happy Day*.
- Read aloud the title and the names of the author and the illustrators.
- Ask children to listen to the Big Book to find out what the girl and her mother see and do on their walk.

Go Digital

ALICIA'S HAPPY DAY

Alicia's Happy Day

I was able to picture in my mind...

Visualize

Strategy: Visualize

① **Explain** Tell children that as they read the Big Book they can visualize, or create pictures in their minds. This can help them better understand the text.

Think Aloud Visualizing what is happening in the story can help you to better understand the text. When you visualize, you read the author's words and look at the illustrations. Then you close your eyes and create a picture in your mind of the story. Picture the characters, what they are doing, and where they are. Picture what they hear and see. Today, as we read *Alicia's Happy Day,* picture Alicia and her neighborhood in your mind.

② **Model** As you read, use the Think Aloud Cloud to model applying the strategy.

Think Aloud Remember that visualizing as you read can help you understand the events in the story. When I saw the girl on the park bench and read the words "And pigeons bow shiny necks to you," I was able to picture in my mind pigeons sitting on the back of the bench, bowing their heads and greeting Alicia. As I read the story, I will try to form a picture in my mind of the other places Alicia goes.

③ **Guided Practice** As you continue to read the Big Book, pause to ask if children are able to visualize what is happening in the book. Remind children that looking at the illustrations can help them understand the text. Say: *We read that Alice and her mother go on a fun walk through a city neighborhood. What else does Alicia see on her walk? What other details can you add to the scenes you visualize?*

Respond to Reading

After reading, prompt children to share which part of Alicia's day looked like the most fun. Discuss what they visualized as they listened to the story. Prompt children to describe what it is like where Alicia lives.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Engage Display page 9. *Look at the words and the illustration. Now close your eyes and make a picture in your mind. In your mind, do you see a city street? Do you see cars and buildings and people?*

Intermediate

Describe Display page 9 of the story. *Visualizing can help you understand the story. Use the words and illustration to make a picture in your mind. Describe what you see in your mind.*

Advanced/Advanced High

Describe Display page 9 of the story. *Let's visualize what is happening. What do you picture in your mind when you look at the illustration and read the words, "Taxicabs all stop for you"?*

Monitor and Differentiate

✓ Quick Check

Can children apply the strategy visualize?

Small Group Instruction

If No →	Approaching	Reteach pp. T130–131
	ELL	Develop pp. T148–151
If Yes →	On Level	Review pp. T140–141
	Beyond Level	Extend pp. T144–145

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *a, b, c, ck, d, f, g, h, i, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z.* Have children say the sounds.

MINILESSON 5

Phonological Awareness

OBJECTIVES

CSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

CSS Decode regularly spelled one-syllable words. **RF.1.3b**

Recognize and generate initial sound alliteration.

Alliteration

❶ **Model** Read the rhyme. Point out the words that begin with the same sound. Say: *I will say a rhyme. Listen to hear words that begin with the same sound. Both* jiggity *and* jig *begin with the same sound, /j/. Listen: /j/ /j/ jiggity, /j/ /j/ jig.*

To market, to market to buy a fat pig;
home again, home again, jiggity jig.
To market, to market to buy a fat hog:
home again, home again, jiggity jog.

Model changing the beginning sound /j/ to /p/. *I can change the beginning sound /j/ to /p/. Listen:* piggity pig.

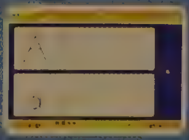
❷ **Guided Practice/Practice** Have children identify other examples of initial sound alliteration. *Let's say the rhyme together. Repeat after me. What other words start with the same sounds?* (jiggity jog)

Then have children generate alliteration. Model changing /j/ to /h/. *Both* jiggity *and* jog *start with /j/. Let's change the /j/ sound to /h/. What words can we make?* (higgity hog).

Go Digital

Phonological Awareness

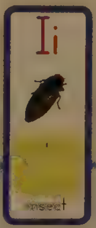
Phonics



Handwriting

MINILESSON 10

Phonics



Sound-Spelling Card

Introduce Short *i*

❶ **Model** Display the *Insect* **Sound-Spelling Card.** Teach /i/ spelled *i* using *in* and *big*. Model writing the letter *i*. Use the handwriting models provided. *This is the* Insect *Sound-Spelling Card. The sound is /i/. The /i/ sound is spelled with the letter* i. *Say it with me: /iii/. This sound is at the beginning of the word* insect. *Listen: /iiinsekt/,* insect. *I'll say /i/ as I write the letter.*

❷ **Guided Practice/Practice** Have children practice connecting the letter *i* to the sound /i/ by writing it. *Say /i/ as I write the letter* i. *Then write the letter* i *five times as you say the /i/ sound.*

SKILLS TRACE

SHORT *i*

ntroduce Unit 1 Week 2
Day 1

Review Unit 1 Week 2
Days 2, 3, 4, 5

Assess Unit 1 Week 2

Blend Words with Short *i*

① **Model** Display **Word-Building Cards** *f, i, t.* Model how to blend the sounds. Say: *This is the letter* f. *It stands for /f/. This is the letter* i. *It stands for /i/. This is the letter* t. *It stands for /t/. Listen as I blend these sounds together: /fffiiit/. Say it with me.*

Continue by modeling the words *bit, wig,* and *pin.*

② **Guided Practice/Practice** Display the Day 1 Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: */iiit/. The word is* it. Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

it	sit	six	big	dig	dip
is	his	in	win	lip	hit
sick	pick	pin	pan	did	dad
at	man	cat	fan	bag	back

He has six big pigs.

I will fix the van.

Is Jill quick?

Also online

Day 1 Phonics Practice Activity

Corrective Feedback

Sound Error Model the sound that children missed, then have them repeat the sound. Say: *My turn.* Tap under the letter and say: *Sound? /i/ What's the sound?* Return to the beginning of the word. Say: *Let's start over.* Blend the word with children again.

Daily Handwriting

Throughout the week teach uppercase and lowercase letters *Ii* using the Handwriting models.

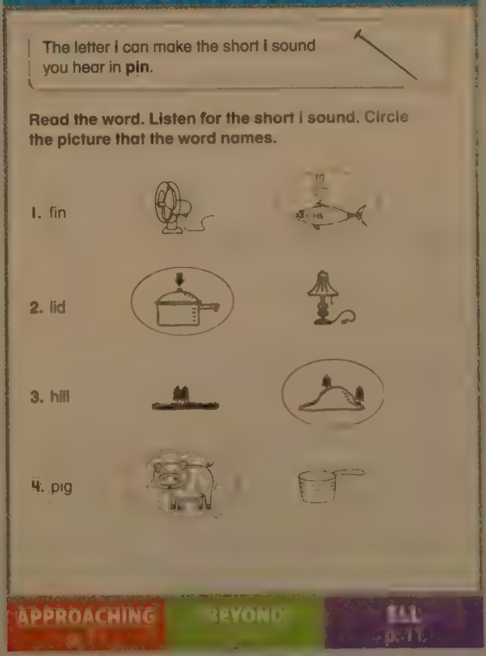
ELL

ENGLISH LANGUAGE LEARNERS

Phonemic Awareness: Minimal Contrasts Focus on articulation. Say /i/ and note your mouth position. Have children repeat. Use Sound-Spelling Cards. Repeat for /a/. Have children say both sounds, noticing the differences. Continue with *big/bag, pick/pack, him/ham.*

Phonics: Variations in Language In some languages, including Spanish, Cantonese, and Vietnamese, there is no direct transfer for /i/. Emphasize /i/, and show correct mouth position. Practice with Approaching Level phonics lessons.

ON-LEVEL PRACTICE BOOK p. 11



The letter **i** can make the short **i** sound you hear in **pin**.

Read the word. Listen for the short i sound. Circle the picture that the word names.

1. fin
2. lid
3. hill
4. pig

APPROACHING p. 11 | BEYOND | ELL p. 11

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review last week's high-frequency words: *does, not, school, what.*

MINILESSON 5 Mins

Spelling

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

Words with Short *i*

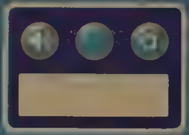
Dictation Use the Spelling Dictation routine to help children transfer their growing knowledge of sound-spellings to writing. Follow the Dictation routine.

Pretest After dictation, pronounce each spelling word. Read the sentence and pronounce the word again. Ask children to say each word softly, stretching the sounds, before writing it. After the pretest, display the spelling words and write each word as you say the letter names. Have children check their words.

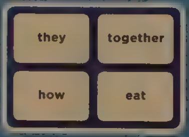
pin	She used a **pin** to stick a feather on her hat.
win	I want to **win** the race.
hit	He **hit** the ball with the bat.
sit	Will you **sit** next to me?
miss	I **miss** my grandmother.
kiss	Her mother gave her a **kiss**.
nap	Is it time for a **nap**?
can	I **can** run fast.
out	We will go **out** for recess.
up	The bird flew **up** in the tree.

For Approaching Level and Beyond Level children, refer to the Differentiated Spelling Lists for modified word lists.

Go Digital



Spelling Word Routine



High-Frequency Word Routine

ELL

ENGLISH LANGUAGE LEARNERS

Pantomime Review the meanings of these words by using pictures, pantomime, or gestures when possible. Have children repeat or act out the word.

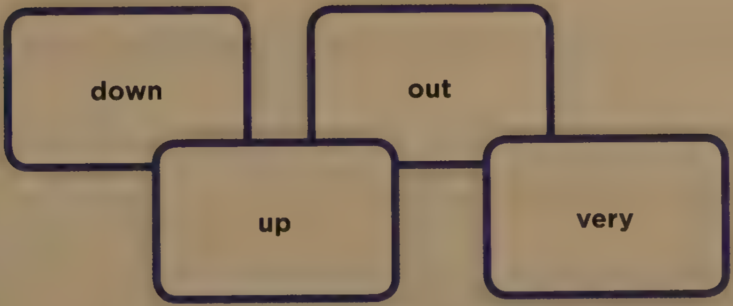
MINILESSON 5 Mins

High-Frequency Words

down, out, up, very

❶ **Model** Display the **High-Frequency Word Cards** *down, out, up,* and *very.* Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *down. This is the word* down. *Say it with me:* down. *I put the book down.*
- **Spell** *The word* down *is spelled* d-o-w-n. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* d-o-w-n.
- Follow the same steps to introduce *out, up,* and *very.*
- As children spell each word with you, point out the /ou/ sound spelled *ow* in the word *down* and *ou* in the word *out.*
- Have partners create sentences using each word.



High-Frequency Word Cards

❷ **Guided Practice** Have children read the sentences. Prompt them to identify the high-frequency words in connected text and to blend the decodable words.

1. I sat **down.**
2. We can go **out** to play.
3. Look **up!**
4. I am **very** sad.

Monitor and Differentiate

Quick Check

Can children read and decode words with short *i*?

Can children recognize and read high-frequency words?

⇩

Small Group Instruction

If No →	Approaching	Reteach pp. T134–137
	ELL	Develop pp. T148–155
If Yes →	On Level	Review pp. T142–143
	Beyond Level	Extend pp. T146–147

Shared Read

Reading/Writing Workshop Big Book and Reading/Writing Workshop

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Understand fantasy genre

ACADEMIC LANGUAGE

- *characters, settings, fantasy*
- Cognate: *fantasía*

Read *Six Kids*

Model Skills and Strategies

Tell children that you will now read a selection called *Six Kids*.

As we read, look for the words down, out, up, *and* very. *Look for words in which the letter* i *stands for the /i/ sound.*

Story Words Display the words *blue* and *that*. Spell the words and model reading them. Tell children that they will be reading the words in the selection.

Guide children in reading *Six Kids*. Point out the high-frequency words and words in which *i* stands for /i/.

Genre: Fantasy Tell children that *Six Kids* is a fantasy. Tell children that a fantasy story:

- has made-up characters and settings.
- has events that could not happen in real life.

Connect to Concept

ESSENTIAL QUESTION

Read together the Essential Question on page 34 of the Reading/Writing Workshop. Discuss where the kids live and what they do. Guide children to connect what they have read to the Essential Question. *What is it like where these kids live?*

Go Digital

Six Kids

Six Kids

Genre Fantasy

Essential Question

What is it like where you live?

Read about what an animal family does where they live.

Six Kids

36 Six kids go **out**.

Six kids go **up** a hill. 37

38 Six kids dig, dig, dig.

Six kids go **down**. 39

40 Six kids pick, pick, pick.

Six kids are **very** blue. 41

42 Six kids dip, dip, dip. That will fix it.

Six kids like it here! 43

READING/WRITING WORKSHOP, pp. 34–43

Lexile 250

Partner Reading

COLLABORATE

Have partners use their Reading/Writing Workshop to review the skills and strategies.

- Remind children that as they reread *Six Kids* they can close their eyes and picture the story events.
- Have children use pages 30–31 to review high-frequency words *down, out, up, very.*
- Have children use pages 32–33 to review that the letter *i* can stand for the sound /i/. Guide them to blend the sounds to read the words.
- Have children reread *Six Kids* with a partner. Guide them to apply the skills and strategies. Ask children to name features of the selection that tell them that the text is fantasy.

Language Arts

MINILESSON 5 Mins

Shared Writing

OBJECTIVES

CCSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

CCSS Use end punctuation for sentences. **L.1.2b**

Identify and use correct word order

ACADEMIC LANGUAGE

- *descriptive details, period*
- Cognate: *detalles descriptivos*

Writing Trait: Ideas

① **Model** Tell children that they will now reread *Six Kids*, paying attention to the details the author uses to describe the ideas in the story. Say: *An author wants you to see a picture of the story in your mind. To do this, the author uses descriptive details. These are words that tell you about where a story takes place. The author also gives details about people or animals in the story—what they look like, what they do, and what thoughts they have.*

② **Guided Practice/Practice** Reread *Six Kids*. Point out examples of descriptive details about the family of chickens and where they live. As you reread page 37, ask: *What word helps you see where the kids are going?* (up)

→ Continue asking questions about the descriptive details in the story. Have children describe the picture they see in their mind.

Descriptive Sentences

Focus and Plan Tell children that this week they will be writing descriptive sentences about a place. Remind them that a sentence tells a whole idea. A descriptive sentence tells about size, look, number, shape, or color.

COLLABORATE

Brainstorm Display an illustration from *Six Kids*. Use the Word Web on Teaching Poster 40 to record descriptive words or phrases to describe the place shown. Prompt children with questions, such as: *What words tell about the colors in this place? What words tell how this place might sound?* Record children's ideas on the Word Web.

Write Tell children that you will work together to write descriptive sentences about the place in the picture. Model writing sentences based on the Word Web. Say: *Let's start by telling how the place looks. Let's write a descriptive sentence about the barn: The barn is red.* Work together to write descriptive sentences to tell how the place looks and sounds.

Go Digital

Graphic Organizer

Writing

I see a fish.

Grammar

MINILESSON 5 Mins

Grammar

Word Order

1 Model Tell children that a sentence must have words written in an order that makes sense. This makes the sentence tell a complete idea.

Write the following mixed-up sentence and read it aloud: *Mad I am.* Say: *The sentence doesn't have correct word order. It doesn't make sense. I will put the words in the correct order:* I am mad.

Display the following sentences:

The cat is big.

The tan cat ran out.

Read the sentences aloud and point out that a reader can understand them because the words are in the correct order.

2 Guided Practice/Practice Display the sentences below and read them aloud. Have children work together to read the sentences and determine if the word order makes sense. Help children correct the sentences that are not in an order that makes sense.

Pat ran up the hill. (correct)

Tim down sat. (Tim sat down.)

COLLABORATE **Talk About It** Have partners work together to orally generate mixed-up sentences. Challenge them to arrange the words in an order that makes sense.

Mechanics: Sentence Punctuation

1 Model Remind children that a sentence always ends with a punctuation mark. A sentence that tells us something ends with a period.

2 Guided Practice Prompt children to correct each sentence.

I can pat the cat (I can pat the cat.)

Sam ran down a hill (Sam ran down a hill.)

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Demonstrate Comprehension Read the first Practice sentence. Say: *Sentences in English have an order. They tell who did what.* Ask: *Is the word order correct?* (yes) Repeat with the second sentence. Guide children to correct the sentence. Children can respond with nonverbal cues.

Intermediate

Explain Read the first sentence. Ask: *Who did what?* (Pat, ran, up the hill) *The word order is correct.* Repeat with the second sentence. Allow children ample time to respond.

Advanced/Advanced High

Expand Say and write sentences with and without correct word order. Have children correct the word order. Restate their sentences.

Daily Wrap Up

→ Review the Essential Question and encourage children to discuss using the new oral vocabulary words. Ask: *What did you learn about where people live?*

→ Prompt children to share what skills they learned. How might they use those skills? Ask: *How do the skills help you read and write?*

Materials

Reading/Writing Workshop
VOLUME 1

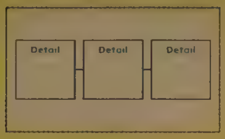
Reading/Writing Workshop Big Book
UNIT 1

Visual Vocabulary Cards

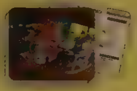
bored
city
country
feast
scurried

High-Frequency Word Cards

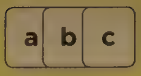
down out up very



Teaching Poster



Interactive Read-Aloud Cards



Word-Building Cards

Spelling Word Cards

Sound-Spelling Cards

Build the Concept

MINILESSON 5 Mins

Oral Language

OBJECTIVES

CCSS Ask questions to clear up any confusion about the topics and texts under discussion. **SL.1.1c**

- Develop oral language
- Discuss the Essential Question

ACADEMIC LANGUAGE

- *visualize, fictional, events*
- Cognate: *visualizar*

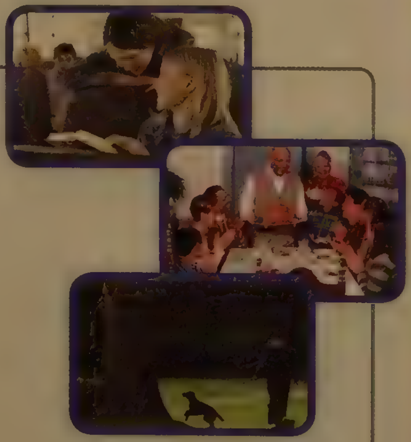
ESSENTIAL QUESTION

COLLABORATE

Remind children that this week you have been talking and reading about what it is like where they live. Remind them of the city the girl was looking at and what the kids do on the farm where they live. Guide children to discuss the Essential Question using information from what they read and discussed on Day 1.

Oral Vocabulary Words

Review the oral vocabulary words *city* and *country* from Day 1. Use the Define/Example/Ask routine to introduce the oral vocabulary words *bored, feast,* and *scurried*. Prompt children to use the words as they discuss what it's like where they live.



Visual Vocabulary Cards

Oral Vocabulary Routine

Define: When you feel **bored**, you feel like you have nothing to do or that nothing is interesting.

Example: If you bring a book on the bus, you won't feel bored on the long ride.

Ask: What do you do when you feel bored?

Define: A **feast** is a big, fancy meal with many different foods.

Example: Some families have a feast at Thanksgiving.

Ask: What foods would you like to eat at a feast?

Define: If you **scurried**, you were moving very quickly.

Example: The squirrel scurried up the tree when it saw the dog.

Ask: When would you have scurried: when you were late for school, or early for lunch?

Go Digital

Visual Glossary

"The City Mouse and the Country Mouse"

Listening Comprehension

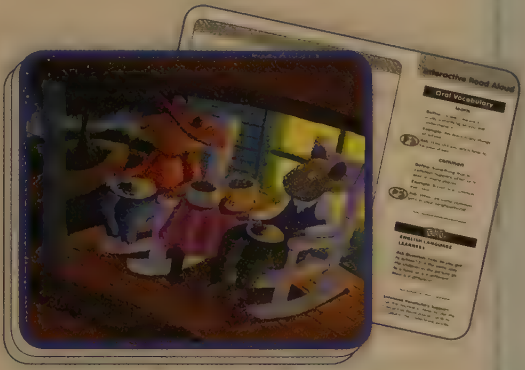
MINILESSON 5 Mins

Read the Interactive Read Aloud

Strategy: Visualize

Remind children that as they read, they can use the words and illustrations to create pictures in their mind. Model the strategy using the Think Aloud Cloud.

When I read, I can visualize the key details of the story. That helps me better understand what I am reading. I will pay attention to the words and look at the illustrations of the mice. Then I'll close my eyes and use them to create a picture in my mind of what is happening in the story.



"The City Mouse and the Country Mouse"

Tell children that you will be reading a fictional story about two mice, one who lives in the country and one who lives in the city. Display the Interactive Read-Aloud Cards as you read "The City Mouse and the Country Mouse."

- Pause to model using the strategy, explaining what you are picturing in your mind. Prompt children to close their eyes now and then and visualize the story events. Guide them to share what they picture in their mind.

Make Connections

COLLABORATE

Guide children to discuss what they learned about what it is like where the mice in the story live. *What is it like where the country mouse lives? How is it different from where the city mouse lives?*

ELL

ENGLISH LANGUAGE LEARNERS

Seek Clarification Some children may be confused by unfamiliar words. Encourage children to always seek clarification when they encounter a word or phrase that does not make sense to them. For example, *I don't understand this. Can you show me?*

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *a, b, c, ck, d, f, g, h, i, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z*. Have children say the sounds. Repeat, and vary the *pace*.

Phonemic Awareness

OBJECTIVES

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Categorize words by phoneme

Phoneme Categorization

① **Model** Show children how to categorize phonemes. *Listen carefully as I say three words:* man, sit, big. *Two of these words have the same middle sound; one does not. That word does not belong in the group. Which word does not belong? That's right,* sit *and* big *have the /i/ sound in the middle. The word* man *does not have the /i/ sound in the middle.* Man *does not belong.*

② **Guided Practice/Practice** Have children practice categorizing words by focusing on their medial sounds. Do the first set together. *I am going to say a group of words. Listen for the middle sound. Tell me which word does not belong and why.*

fit, sad, lip   map, big, tan
cat, fan, will   pal, sick, fit

Phonics

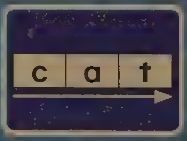
Review Short *i*

① **Model** Display the *Insect* **Sound-Spelling Card**. Review the sound /i/ spelled *i* using the words *it* and *six*.

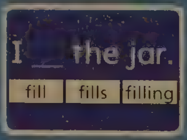
② **Guided Practice/Practice** Have children practice connecting the letter and sound. Point to the Sound-Spelling Card. *What is this letter? What sound does it stand for?*

Go Digital

Phonemic Awareness



Phonics


I ___ the jar.

Structural Analysis

Handwriting

Blend Words with Short *i*

① **Model** Display **Word-Building Cards** *p, i, g* to form the word *pig.* Model how to generate and blend the sounds to say the word. *This is the letter* p. *It stands for /p/. This is the letter* i. *It stands for /i/. This is the letter* g. *It stands for /g/. Listen as I blend these sounds together: /piiig/. Say it with me:* pig.

Continue by modeling the words *sit, him, did,* and *kids.*

② **Guided Practice/Practice** Repeat the routine with children with *in, is, big, dig, dip, hip, fit, fix, sick, pick, rip, lip, kick, win.*

Build Words with Short *i*

① **Model** Display the Word-Building Cards *h, i, d.* Blend: /h/ /i/ /d/, /hiiid/, *hid.*

Replace *d* with *p* and repeat with *hip.*

Change *h* to *l* and repeat with *lip.*

② **Guided Practice/Practice** Continue with *tip, tin, win, pin, pit, fit, fix.* Guide children to build and blend each word.

MINILESSON 5 Mins

Structural Analysis

Double Final Consonants

① **Model** Write and read aloud *miss* and *hiss.* Underline the letters *-ss* at the end of the words. *The last sound is /s/, but it is spelled with two s's.* Tell children that when a word ends with consonants that are the same, we only say one sound for both letters. Repeat for *hill, jazz,* and *mitt,* highlighting the final consonant sound and spelling in each word.

② **Guided Practice/Apply** Write the following words on the board: *will, bill, fill, Jill, kiss.* Help children blend each word. Ask children to underline the double final consonant ending in each word.

ELL

ENGLISH LANGUAGE LEARNERS

Build Vocabulary Review the meanings of example words that can be explained or demonstrated in a concrete way. For example, ask children to point to their *hip* and something that is *big.* Model the actions for *fix* and *rip,* saying *"I can fix the rip in my shirt."* and have children repeat. Provide sentence starters such as *"I will ____."* for children to complete. Correct grammar and pronunciation as needed.

Word Work

Quick Review

High-Frequency Words: Read, Spell and Write to review this week's high-frequency words: *down, out, up, very.*

MINILESSON 5 Mins

Spelling

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

- Spell words with short *i*
- Recognize and read high-frequency words

Word Sort with *-in, -it, -iss*

❶ **Model** Display the **Spelling Word Cards**, one at a time. Have children read each word, listening for short *i* and the ending sound.

Use cards for *fin, bit,* and *hiss* to create a three-column chart. Say each word and pronounce the sounds: /f/ /i/ /n/; /b/ /i/ /t/; /h/ /i/ /s/. Say each word again, emphasizing the short *i* plus final consonant sound *(-in, -it, -iss)*. Ask children to chorally spell each word.

❷ **Guided Practice/Practice** Have children place each Spelling Word Card in the column with the words containing the same final sounds and spellings *(-in, -it, -iss).*

When completed, have children chorally read the words in each column. Then call out a word. Have a child find the word card and point to it as the class chorally spells the word.

ANALYZE ERRORS/ARTICULATION SUPPORT

Use children's pretest errors to analyze spelling problems and provide corrective feedback. For example, some children may have used an *a* instead of an *i* for /i/.

Work with children to recognize the difference in vowel sounds and spelling in minimal contrast pairs, such as *bit/bat, miss/mass,* and *sit/sat.*

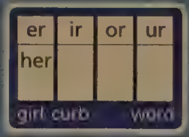
Say each word. Have children repeat. Isolate the vowel sound and focus on how the mouth forms that sound. Then have children write the word. Emphasize that when they hear the short *i* sound /i/, they use the letter *i* for these words.

ELL

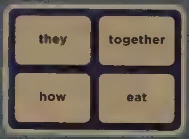
ENGLISH LANGUAGE LEARNERS

Provide Clues
Practice spelling by helping children generate more words with medial short *i* patterns. *Think of a word that starts with* f *and rhymes with* win. Write the word and have children practice reading it. Correct their pronunciation if needed.

Go Digital



Spelling Word Sort



High-Frequency Word Routine

MINILESSON 5 Mins

High-Frequency Words

down, out, up, very

① **Guided Practice** Say each word and have children Read/Spell/Write it. Ask children to close their eyes, picture the word in their minds, and write it the way they see it. Display the high-frequency words for children to self-correct.

- Point out the long *e* sound spelled y at the end of *very*.

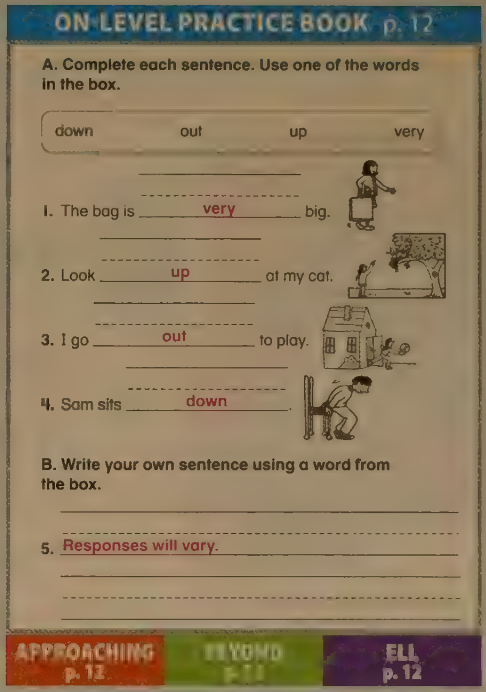
② **Practice** Add the high-frequency words *down, out, up,* and *very* to the cumulative word bank.

COLLABORATE

- Have children work with a partner to create sentences using the words.
- Have children look at the words and compare their sounds and spellings to words from previous weeks.
- Suggest that they write about what they see outside their classroom window.

Cumulative Review Review last week's words using the Read/Spell/Write routine.

- Repeat the above routine, mixing the words and having children chorally say each one.



ON-LEVEL PRACTICE BOOK p. 12

A. Complete each sentence. Use one of the words in the box.

down out up very

1. The bag is very big.
2. Look up at my cat.
3. I go out to play.
4. Sam sits down.

B. Write your own sentence using a word from the box.

5. Responses will vary.

APPROACHING p. 12 | BEYOND p. 12 | ELL p. 12

Monitor and *Differentiate*

Quick Check

Can children read and decode words with short *i*?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T134–137
	ELL	Develop pp. T148–155
If Yes →	On Level	Review pp. T142–143
	Beyond Level	Extend pp. T146–147

Comprehension

CLOSE READING

Reading/Writing Workshop Big Book and Reading/Writing Workshop

OBJECTIVES

Ask and answer questions about key details in a text. **RL.1.1**

Understand fantasy genre

ACADEMIC LANGUAGE

- *illustrations, fantasy, setting, sequence*
- Cognates: *ilustraciones, fantasía, secuencia*

MINILESSON 10 Mins

Reread *Six Kids*

Genre: Fantasy

1 **Model** Tell children they will now reread the fantasy story *Six Kids*. Explain that as they read they will look for information in the text to help them understand the selection.

Review the characteristics of fantasy:

- has made-up characters and settings
- has events that could not happen in real life
- usually has illustrations
- has a clear beginning, middle, and end

Tell children that like most stories, fantasy stories have a clear beginning, middle, and end. The beginning of the story includes details about who is in the story and where the story happens. The middle of the story and the end of the story have details about what happens.

Display pages 36–37: Say: *This is the beginning of the story. In the illustration I see six chicks and their parents leave their house. They are walking up a hill, and all around them is green grass. I see cows, which tells me they probably live on a farm. Now I know where the story takes place and who the characters are. The chicks have boots on their feet. I can tell this story is a fantasy, because chicks don't wear boots in real life.*

2 **Guided Practice/Practice** Display pages 38–39 of *Six Kids*. Remind children that the middle of the story gives details about what happens to the characters. Say: *This is the middle of the story. The words and illustrations will tell details about what the kids do together. What are they doing on these pages? Could this happen in real life? What is something that could not happen in real life?*

SKILLS TRACE

Y DETAILS

roduce Unit 1 Week 1

view Unit 1 Weeks 2, 3, ; Unit 2 Weeks 1, 2, 3, 4, 5

sess Unit 1 Weeks 1, 2, /5

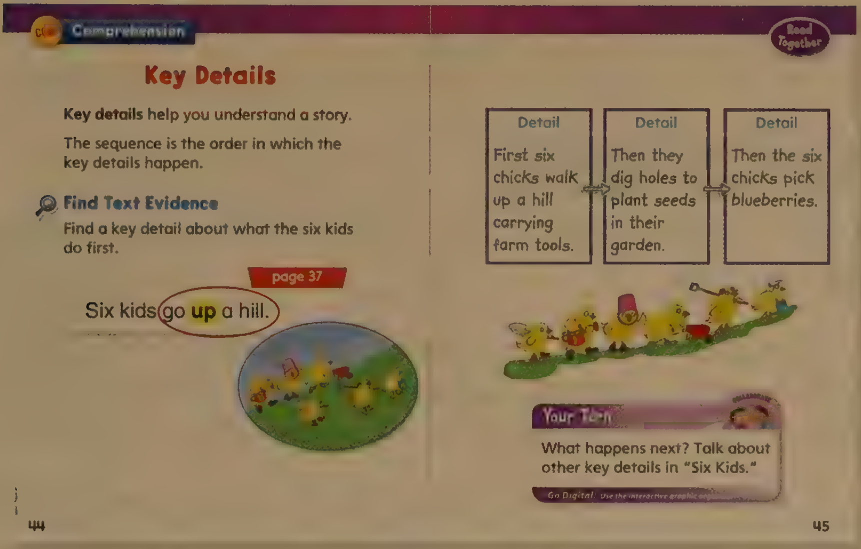
Go Digital

Six Kids

Genre

Key Details

Skill: Key Details



Comprehension

Read Together

Key Details

Key details help you understand a story.

The sequence is the order in which the key details happen.

Find Text Evidence

Find a key detail about what the six kids do first.

page 37

Six kids go **up** a hill.

Detail	Detail	Detail
First six chicks walk up a hill carrying farm tools.	Then they dig holes to plant seeds in their garden.	Then the six chicks pick blueberries.

Your Turn

What happens next? Talk about other key details in "Six Kids."

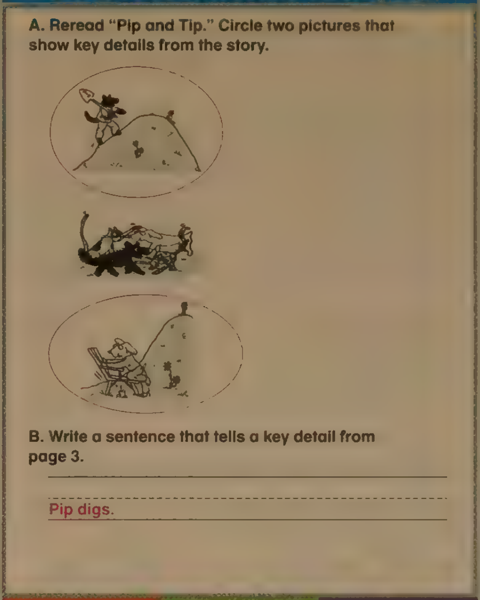
Go Digital! Use the interactive graphic organizer

44

45

Reading/Writing Workshop, pp. 44–45

ON-LEVEL PRACTICE BOOK p. 17



A. Reread "Pip and Tip." Circle two pictures that show key details from the story.

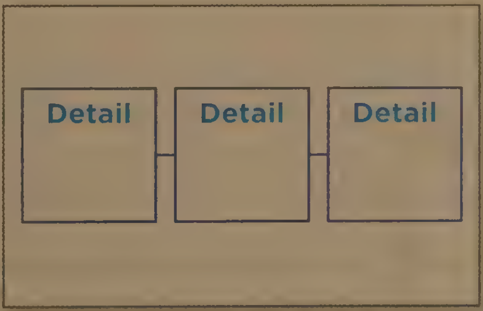
B. Write a sentence that tells a key detail from page 3.

Pip digs.

APPROACHING p. 17 | BEYOND p. 17 | ELL p. 17

① **Model** Tell children that when they read fantasy stories they can use the text to find the key details. Have children look at pages 44–45 in their Reading/Writing Workshop. Read together the definition of Key Details. *Key details help you understand a story. Think about the order of the key details. The sequence is the order in which the key details happen.*

② **Guided Practice/Practice** Read the Find Text Evidence section together and model finding a key detail in the selection *Six Kids.* Point out the detail added to the graphic organizer using Teaching Poster 27. *On page 37 we can find a detail in the text that shows what the kids do. The text says that the kids go up a hill. The illustration shows them carrying farm equipment. This is a key detail. Can you find a key detail about what the kids do with the farm equipment next?*



Teaching Poster

Monitor and Differentiate

Quick Check

Can children identify key details?

Small Group Instruction

If No → Approaching Reteach pp. T138–139

ELL Develop pp. T148–151

If Yes → On Level Review p. T143

Beyond Level Extend p. T147

Language Arts

MINILESSON 5 Mins

Interactive Writing

OBJECTIVES

CSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

CSS Use end punctuation for sentences. **L.1.2b**

Identify and use correct word order.

ACADEMIC LANGUAGE

word order, period, capital letter

Writing Trait: Ideas

Review Tell children that writers include descriptive details to better describe the writer's ideas, which include the people, places, and things in a story. Descriptive sentences help readers picture the story in their minds.

Descriptive Sentences

Discuss Ask children to name familiar places in the community that they could describe, such as a park, river, or library. Record their ideas. As a group, select a place to write about. Brainstorm with children words and phrases to describe the location. Record details on the Word Web on Teaching Poster 40.

Model/Apply Grammar Tell children that they will be working together to write descriptive sentences to tell more about the place in the community. Remind them that every descriptive sentence begins with a capital letter and ends with a period. The words in each sentence must be in the correct order so readers can understand the sentence's meaning.

→ Write the sentence starter:

The park is ______________.

Model how to choose different descriptive words *(big, fun, green)* to complete this sentence. Model using proper capitalization and punctuation. Point out the correct word order.

Write Collaborate with children to write descriptive sentences about the place you chose together. Guide them to use the Word Web to get details. Remind children to listen for the sounds in each word. As children create sentences, share the pen.

Apply Writing Trait Review with children the descriptive sentences you wrote together on Day 1. Remind them that each sentence helps readers form a picture in their mind. Work together with children to add more descriptive details to the sentences they just wrote.

Go Digital

Graphic Organizer

Writing

I see a fish.

Grammar

MINILESSON 5 Mins

Grammar

Word Order

❶ **Review** Remind children that the words in a sentence are in an order that makes sense.

Write the following sentences:

Cat the naps. (The cat naps.)

The rips map. (The map rips.)

Read the sentences aloud. Guide children to correct the word order for each sentence.

❷ **Guided Practice** Write the sample sentences. Read each sentence. Have children work in pairs to decide if the sentence has the correct word order. If it does not, have pairs state the correct order.

The school big is. (The school is big.)

The kids nap at school. (correct)

Sits Pam down. (Pam sits down.)

Dan packs sack a. (Dan packs a sack.)

❸ **Practice** Have children suggest sentences to describe their school. Record their ideas on the board. Point out correct word order.

COLLABORATE **Talk About It** Have children create mixed-up sentences and work with a partner to reorder the words so the sentences read correctly.

Mechanics: Sentence Punctuation

❶ **Review** Remind children that a sentence always begins with a capital letter and ends with a punctuation mark. A sentence that tells about something ends with a period.

❷ **Practice** Display sentences without capitalization or punctuation. Read each aloud. Have children work together to fix each sentence.

the cat sat in a lap (The cat sat in a lap.)

a pig is big (A pig is big.)

ELL

ENGLISH LANGUAGE LEARNERS

Explain Write and read aloud a sentence: *The school is big.* Ask: *Are the words in the sentence in the correct order?* (yes) *How do you know?* (The sentence names the place first, then what it is like.)

Pantomime Write and read aloud sentences with an action verb. If the word order is correct, children act out the sentence. If not, they correct the word order and then act it out. Example sentences include: *Sam pats the cat. The dig pigs. Tim the can kicks.*

Daily Wrap Up

- Discuss the Essential Question and encourage children to use the oral vocabulary words. Ask: *What are different places people live? Describe them.*
- Prompt children to review and discuss the skills they used today. How do those skills help them?

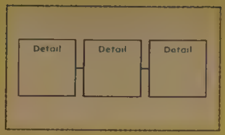
Materials

Reading/Writing Workshop
VOLUME 1

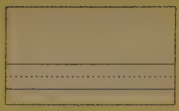
Literature Anthology
VOLUME 1

Literature Big Book
Alicia's Happy Day

Visual Vocabulary Cards
bored
city
country
feast
scurried
down
out
up
very



Teaching Poster



Response Board

Interactive Read-Aloud Cards

Word-Building Cards

Spelling Word Cards

Build the Concept

MINILESSON 5

Oral Language

OBJECTIVES

Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.2**

Read grade-level text orally with accuracy, appropriate rate, and expression. **RF.1.4b**

Visualize a text read aloud

ACADEMIC LANGUAGE

- *stress, example, create*
- Cognate: *ejemplo*

ESSENTIAL QUESTION

Remind children that this week you have been talking and reading about the different places people can live. Remind them of Alicia's walk through her city neighborhood in *Alicia's Happy Day*, the animals on the farm in *Six Kids*, and the tale of the city mouse and the country mouse. Guide children to discuss the question using information from what they have read and talked about throughout the week.

Review Oral Vocabulary

Review the oral vocabulary words *city*, *country*, *bored*, *feast*, and *scurried* using the Define/Example/Ask routine. Encourage children to discuss places where people live when coming up with examples for each word.

Visual Vocabulary Cards

Go Digital

Visual Glossary

Alicia's Happy Day

Retell

Listening Comprehension

CLOSE READING

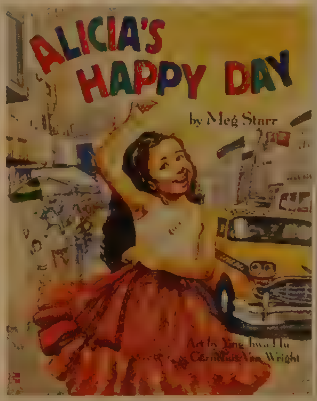
MINILESSON 10

Reread Literature Big Book

Strategy: Visualize

Remind children that they can use the text and illustrations in the story to create a picture in their mind. This can help them understand what is happening. Say: *As we reread* Alicia's Happy Day, *pay attention to the words and illustrations. Then close your eyes and visualize the characters, where they are, and what they are doing.*

Read aloud *Alicia's Happy Day*. Pause to model visualizing, explaining to children the mental images you create. Prompt children to identify key details in the text and illustrations.



Literature Big Book

Model Retelling

Pause to retell portions of the selection. Say: *I can describe what is happening in the story in my own words. So far, I have read how Alicia dances on the sidewalk when she hears salsa music playing. She sees flags waving, and taxicabs stop for her as she crosses the street. Alicia is having a very special birthday.*

- After reading, model retelling the entire selection, using your own words to tell the important events in the correct order. Tell children that visualizing the story events can help them remember and retell the story.

Model Fluency

Intonation Help children read with intonation by pointing out that as you read, you emphasize certain words. *Some words in a text are more important than others. As you read, say these words a little bit louder and make them last a little bit longer than others.*

- Read aloud page 25 with slightly exaggerated stress on the words *laugh, loud, no one, all, happy birthday, you.* Have children echo read. Reread to give children more practice with natural intonation.

ELL

ENGLISH LANGUAGE LEARNERS

Retell Guide children to retell by using a question prompt on each page, such as *What does the airplane write?* Provide sentence starters for children to complete orally. *The ____ writes ____.*

ACT

Access Complex Text

If the complexity of the text makes it hard for children to read, use the Access Complex Text prompts.

Organization The story takes place on a single day. All the story events occur on a walk through a neighborhood.

- Guide children to understand that all the story events happen on one day, Alicia's birthday.

Lack of Prior Knowledge The story is set in a Hispanic city neighborhood. Some children may not be familiar with story elements such as salsa music, people selling oranges and ice cream from a cart, and the Spanish words *Casa Latina, Helado de Coco,* and *Titi.*

- Do a picture walk through the book to identify and explain elements of city life that children may not be familiar with.

Word Work

Quick Review

Build Fluency: Sound-Spellings Display the **Word-Building Cards:** *a, b, c, ck, d, f, g, h, i, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z.* Have children say the sounds.

MINILESSON 5

Phonemic Awareness

OBJECTIVES

CSS Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **RF.1.2b**

CSS Decode regularly spelled one-syllable words. **RF.1.3b**

Phoneme Blending

① **Model** Place markers in the **Response Board** to represent sounds. Show children how to orally blend phonemes. *I'm going to put one marker in each box as I say each sound. Then I will blend the sounds to form a word.* Place a marker for each sound as you say: /s/ /i/ /t/. This word has three sounds: /s/ /i/ /t/. *Listen as I blend these sounds to form a word: /sssiiit/,* sit. *The word is* sit.

② **Guided Practice/Practice** Let's do some together. Place a marker for each sound you hear. I will say one sound at a time. Then we will blend the sounds to say a word. Do the first three with children.

/i/ /t/	/f/ /i/ /t/	/b/ /a/ /t/
/i/ /n/	/w/ /i/ /n/	/p/ /a/ /n/
/h/ /i/ /l/	/l/ /o/ /k/	/m/ /i/ /s/

MINILESSON 5

Phonics

Blend Words with Short *i*

① **Model** Display **Word-Building Cards** *d, i, g.* Model how to blend the sounds. *This is the letter* d. *It stands for /d/. This is the letter* i. *It stands for /i/. This is the letter* g. *It stands for /g/. Let's blend all three sounds: /diiig/. The word is* dig.

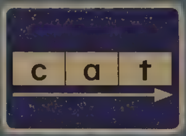
Continue by modeling the words *hit, sick,* and *win.*

② **Guided Practice/Practice** Review the words and sentences on the Day 3 Phonics Practice Activity with children. Read each word in the first row, blending the sounds; for example: /f/ /i/ /t/; /fffiiit/, fit.

Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

Go Digital

Phonemic Awareness



Phonics

I __ the jar.
fill
fills
filling

Structural Analysis

Handwriting

fit	fin	in	if	lick	pick
it	bit	six	sit	quit	quick
big	bag	kids	digs	jam	jazz
hill	fill	kiss	pass	miss	mitt
sat	map	can	ran	tag	sad

Did Tim miss the pass?

Jack and Jill will go up a hill.

Also online

Day 3 Phonics Practice Activity

MINILESSON 5

Structural Analysis

Double Final Consonants

① **Model** Write and read aloud *will* and *hill*. Underline the letters *-ll* at the end of the words. Tell children that the last sound is /l/, but it is spelled with two *l*'s. Repeat for *pass, Matt,* and *fizz*, highlighting the final consonant sound and spelling in each word.

② **Practice/Apply** Write the following words: *fill, pill, miss, kiss, mitt, jazz*. Help children blend each word. Ask children to underline the double final consonant ending in each word.

Corrective Feedback

Corrective Feedback Say: *My turn.* Model blending the word using the appropriate signaling procedures. Then lead children in blending the sounds. Say: *Do it with me.* You will respond with children to offer support. Then say: *Your turn. Blend.* Have children chorally blend. Return to the beginning of the word. Say: *Let's start over.*

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review this week's high-frequency words: *down, out, up, very.*

MINILESSON 5

Spelling

OBJECTIVES

Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

-in, -it, -iss Word Families

① **Model** Make index cards for *-in, -it, -iss* and form three columns in a pocket chart. Blend the sounds with children.

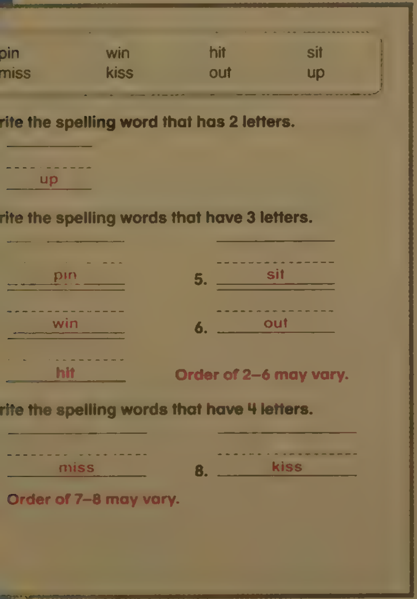
Hold up the *pin* **Spelling Word Card**. Say and spell it. Pronounce each sound clearly: /p/ /i/ /n/. Blend the sounds, stretching the vowel sound to emphasize it: /piiin/. Repeat this step with *win*. Place both words below the *-in* card. Read and spell each spelling word together with children. Have children read each word. *What do you notice about these spelling words? They have the /i/ sound and they rhyme because they both end with /in/ spelled* i-n.

② **Guided Practice/Practice** Have children spell each word. Repeat the process with the *-it* and *-iss* words.

Display the words *nap, can, out,* and *up* in a separate column. Read and spell the words together with children. Point out that these spelling words do not contain the /i/ sound.

Conclude by asking children to orally generate additional words that rhyme with each word. Write the additional words on the board. Underline the common spelling patterns in the additional words. If necessary, point out the differences and explain why they are unusual.

PHONICS/SPELLING PRACTICE BOOK p. 8



pin	win	hit	sit
miss	kiss	out	up

rite the spelling word that has 2 letters.

up

rite the spelling words that have 3 letters.

pin

5. sit

win

6. out

hit

Order of 2–6 may vary.

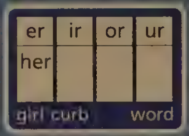
rite the spelling words that have 4 letters.

miss

8. kiss

Order of 7–8 may vary.

Go Digital



Spelling Word Families

Visual Glossary

MINILESSON 5

High-Frequency Words

down, out, up, very

① **Guided Practice** Say each word and have children Read/Spell/Write it. As children spell each word with you, point out previously learned sound-spellings, such as the beginning and ending consonants *d, n, t, p,* and *v.*

Display **Visual Vocabulary Cards** to review this week's high-frequency words.

Visual Vocabulary Cards

② **Practice** Repeat the activity with last week's words.

Build Fluency: Word Automaticity

Have children read the following sentences aloud together at the same pace. Repeat several times.

If it is not down, it is up.
Can we go out to play?
A pig is very fat.

Word Bank

Review the current and previous words in the word bank. Discuss with children which words should be removed, or added back, from previous high-frequency word lists. Remind children that the word bank should change as the class needs it to.

Monitor and *Differentiate*

✓ **Quick Check**

Can children read and decode words with short *i*?

Can children recognize and read high-frequency words?

⇩

Small Group Instruction

If No →	Approaching	Reteach pp. T134–137
	ELL	Develop pp. T148–155
If Yes →	On Level	Review pp. T142–143
	Beyond Level	Extend pp. T146–147

Genre Fantasy

Essential Question

What is it like where you live?

Read about a squirrel's day out in the city.

Go Digital!

Go, Pip!

by Tomek Bogacki

26

27

LITERATURE ANTHOLOGY, pp. 26–27

Wonders
Literature Anthology

Literature Anthology

Develop Comprehension

CLOSE READING

Lexile 30

Read Literature Anthology

Review Genre: Fantasy Review with children the key characteristics of a fantasy. It:

- has made-up characters, settings, and events.
- could not happen in real life.
- has a clear beginning, middle and end.

Preview and Predict Direct children's attention to pages 26–27 and read aloud the title. Ask: *Which character do you think is Pip? Where does this story take place? What do you think this story is about?*

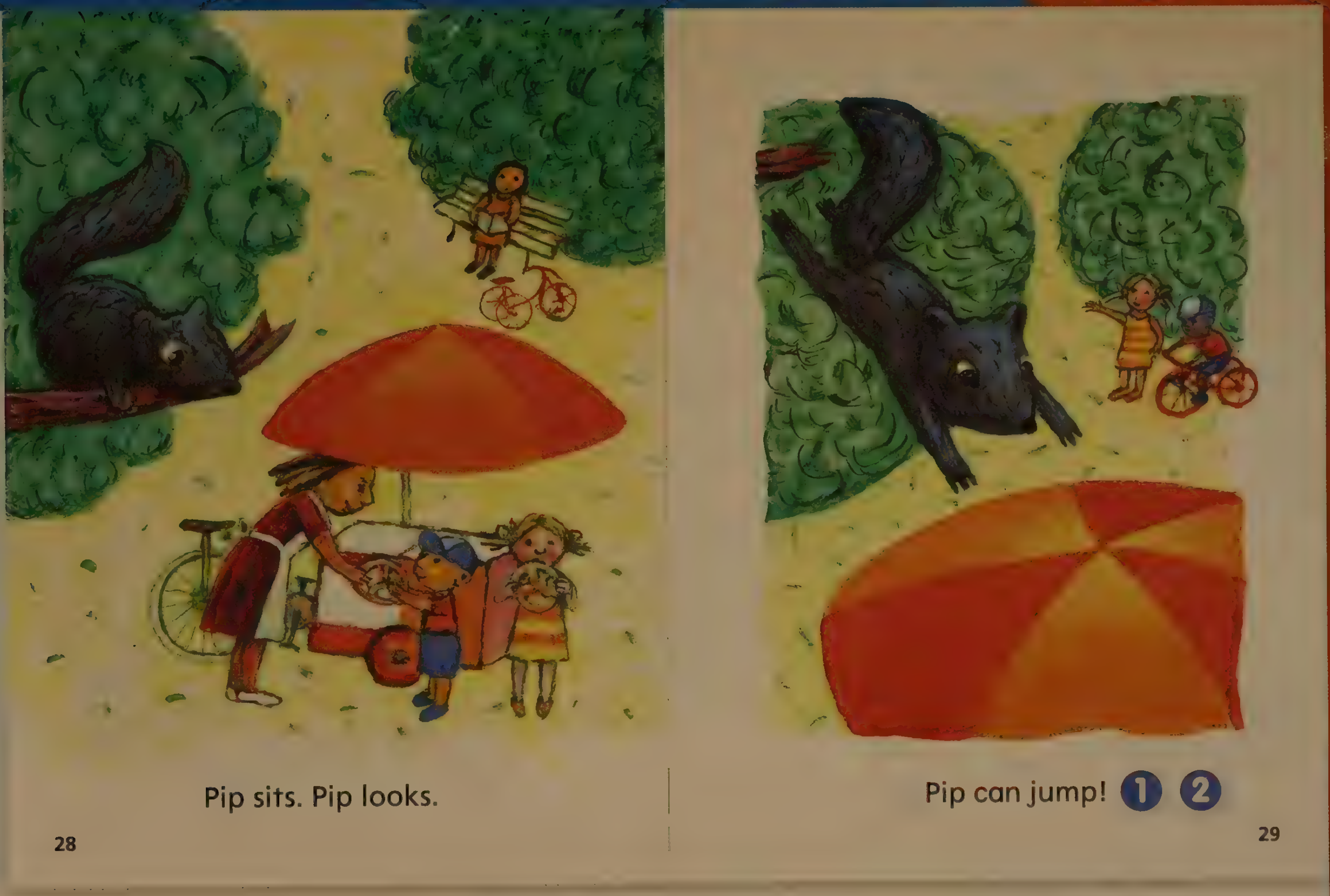
ESSENTIAL QUESTION

Read aloud the Essential Question: *What is it like where you live?* Tell children that as they read they should think about what it is like where Pip lives.

Story Words Read and spell the words *home and jump*. Explain that they will read these words in the selection.

Analytical Writing

Note Taking: Graphic Organizer As children read the selection, guide them to fill in the graphic organizer on **Your Turn Practice Book** page 14 as you model recording the key details of each section.



Pip sits. Pip looks.

28

Pip can jump! ① ②

29

LITERATURE ANTHOLOGY, pp. 28–29

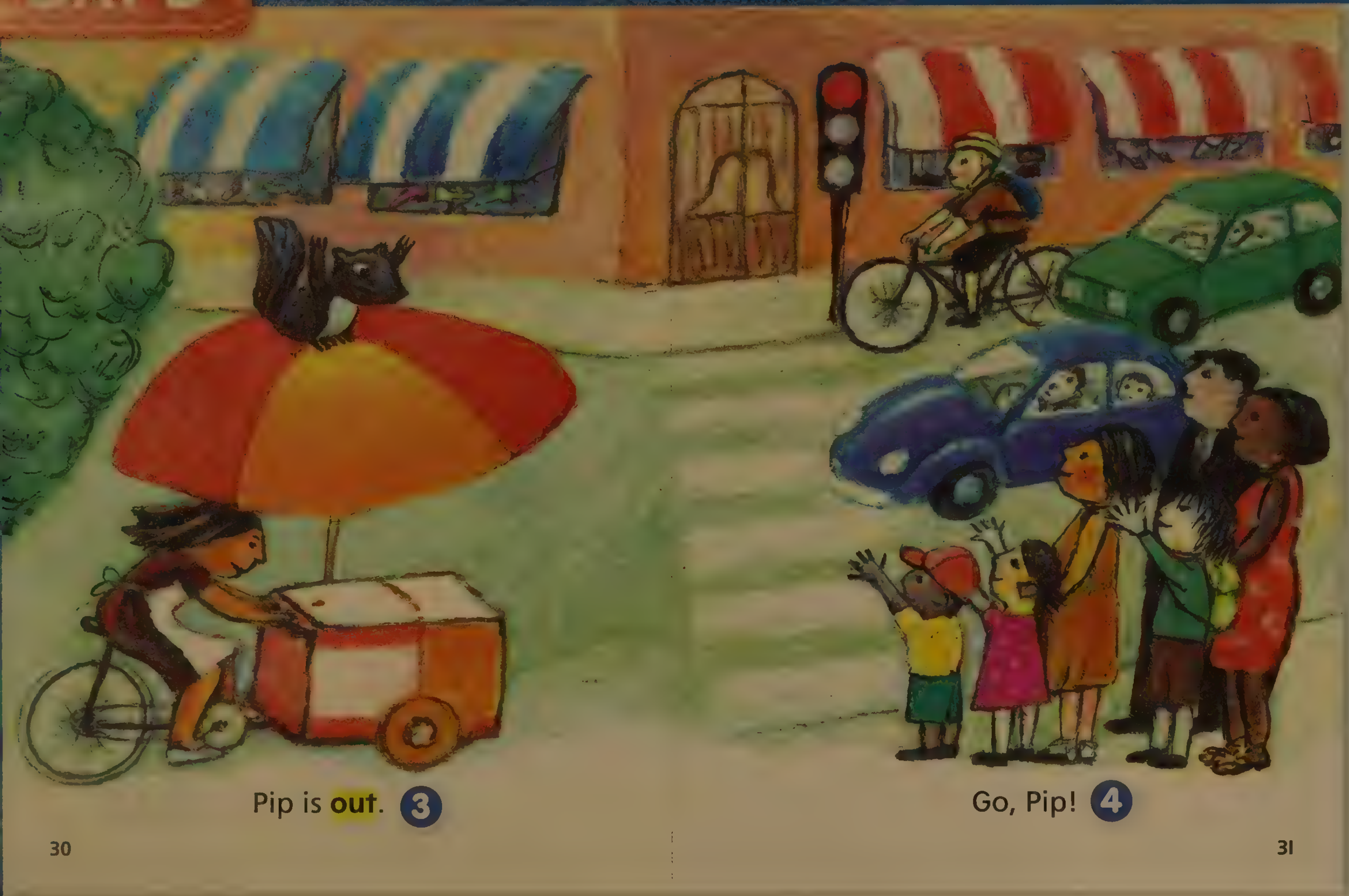
① Strategy: Visualize

Teacher Think Aloud The text says that Pip can jump. I will try to picture in my mind the squirrel jumping from a tree branch. I can see Pip landing on top of the umbrella. I use the picture and words to get ideas; then I close my eyes and use my mind to see the action like a movie. This helps me visualize the story and better understand it.

② Skill: Key Details

What does Pip do? (Pip jumps onto the cart's umbrella.) This is a key detail. Let's add it to the Key Details chart.

Detail	Detail	Detail
Pip jumps onto the cart.		



Pip is out. ③

Go, Pip! ④

30

31

LITERATURE ANTHOLOGY, pp. 30–31

Develop Comprehension

CLOSE READING

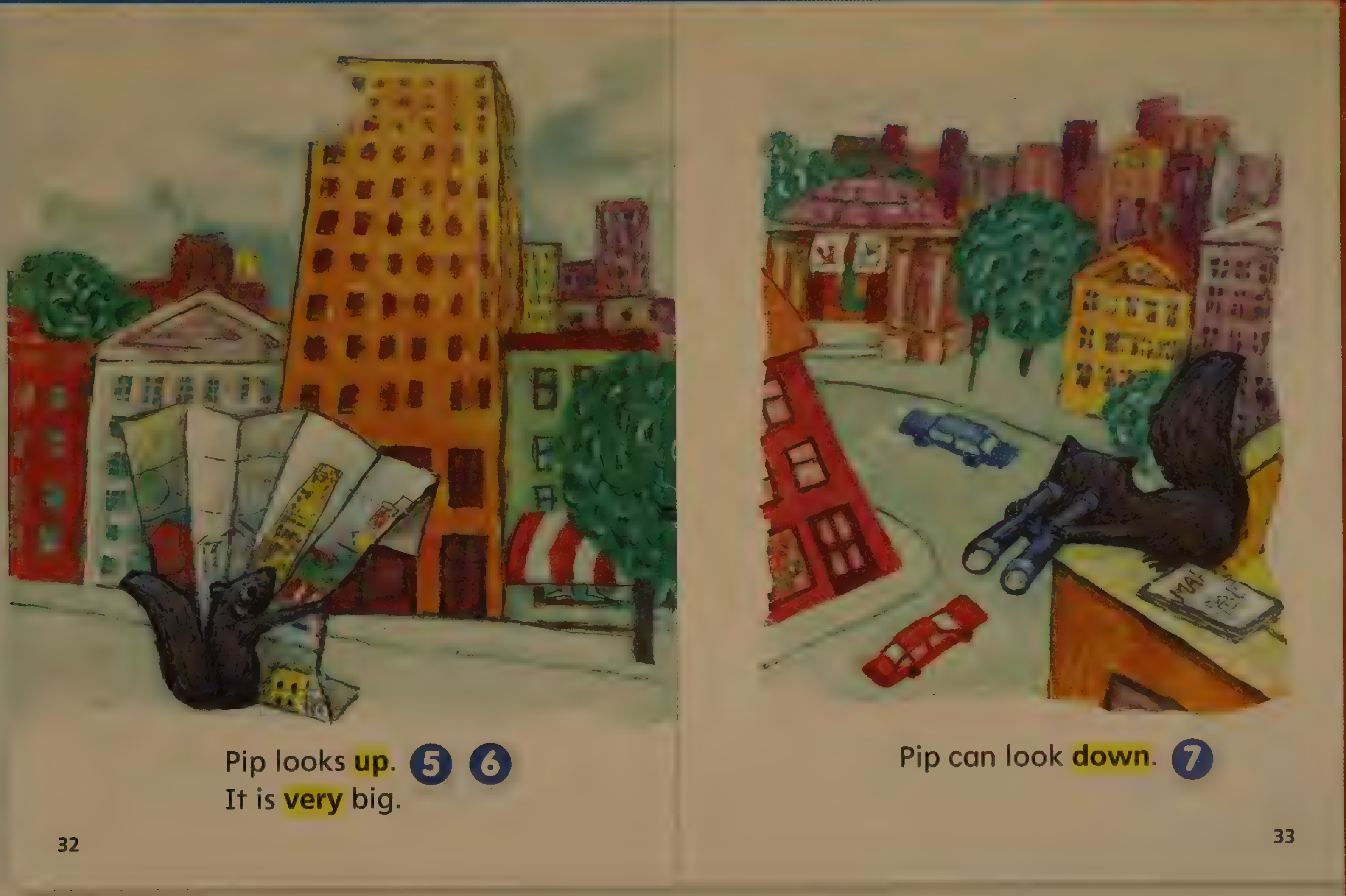
③ Reread

Teacher Think Aloud After reading page 30, I will make sure that I understand what I have read. If I do not understand the sentence on page 30, I will go back and reread pages 28 and 29 to see if there is information that I missed. That helps me understand that when the text says "Pip is out," it means that Pip is out of the park.

④ Skill: Visualize

COLLABORATE

Remember that when you visualize, you picture story events in your mind. Pay attention to the words and the pictures so you can visualize what Pip is doing. What do the people on the street corner see Pip doing? (Pip is riding on the top of the umbrella.) Why are they saying "Go, Pip!"? (Maybe they are happy or excited to see a squirrel taking a ride on a cart.) Turn to a partner and discuss what pictures you see in your mind as you read this text.



Pip looks **up**. ⑤ ⑥
It is **very** big.

32

Pip can look **down**. ⑦

33

LITERATURE ANTHOLOGY, pp. 32–33

⑤ Skill: Key Details

Teacher Think Aloud The text says, "It is very big." I can use the illustration to find the key detail to help me understand the words. I see Pip is looking at the tall building. The tall building is very big.

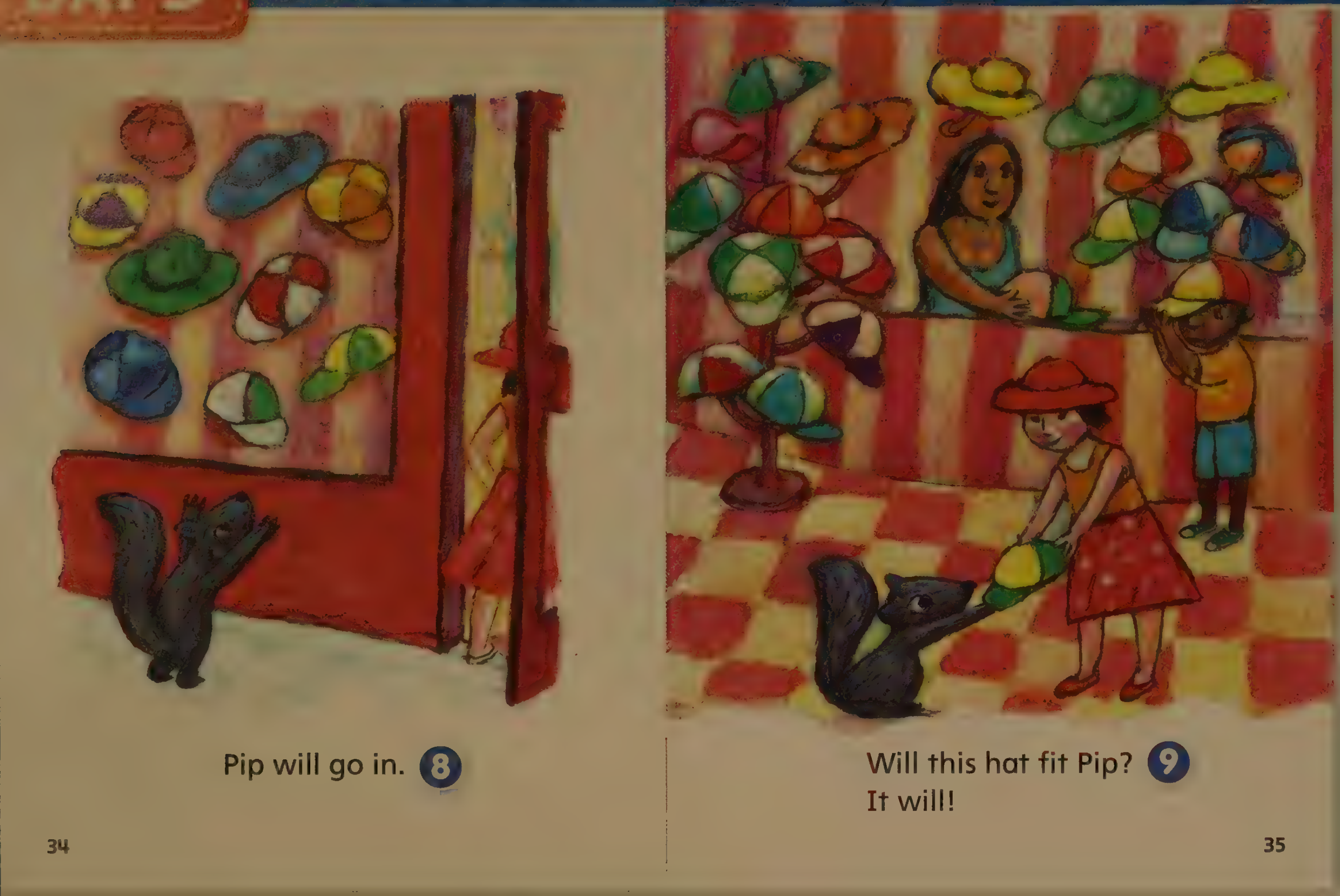
⑥ Author's Craft: Sentence Structure

The author is telling the story with few words and short sentences. But he uses different types of sentences to keep the story interesting. Look back at pages 30–31. The two sentences on these pages have a different structure. On page 32, the two sentences also have a different structure. Changing the structure of sentences keeps the story interesting for the reader.

⑦ Skill: Key Details

What details on pages 32 and 33 tell us what Pip does? (Pip looks up. Pip looks down. He sees the city.) Let's add our ideas to the Key Details chart.

Detail	Detail	Detail
Pip jumps onto the cart	Pip looks up and down to see the city around him.	



Pip will go in. 8

34

Will this hat fit Pip? 9
It will!

35

LITERATURE ANTHOLOGY, pp. 34–35

Develop Comprehension

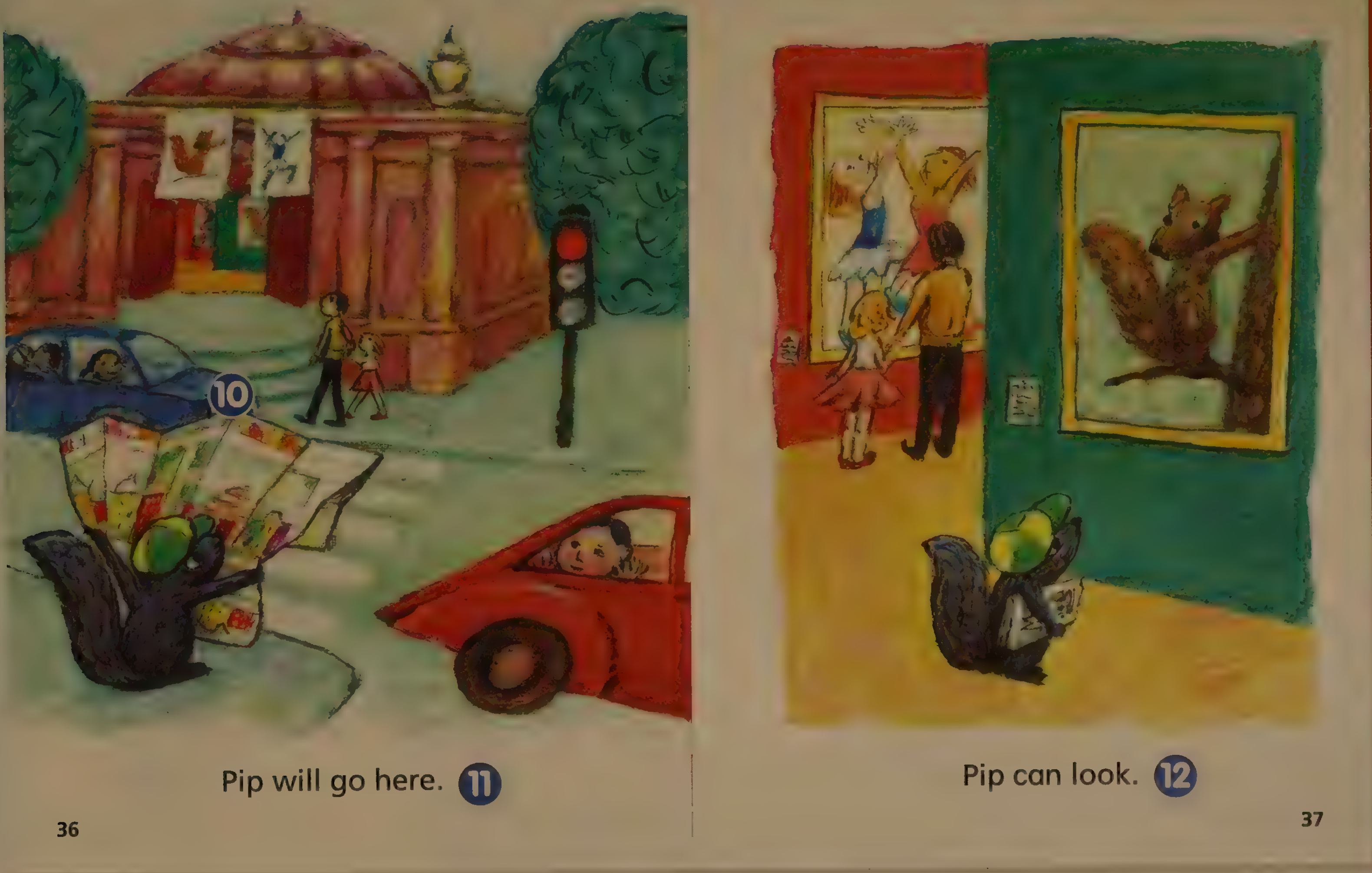
8 Strategy: Visualize

Teacher Think Aloud Let's try to visualize what is happening in the story. Pip is going inside a hat store and trying on a hat. In my mind, I will create a picture of Pip putting on the hat. Can you visualize Pip trying on hats?

Student Think Aloud The text says, "Will this hat fit Pip?" I can see Pip taking the hat and trying it on, like the boy in the picture is trying on a hat.

9 Skill: Key Details

Teacher Think Aloud When I am looking for the key details in a story I think about the sequence, or what happens first and what happens next. On page 34, I read that "Pip will go in" and I see Pip outside the hat store. On the next page I see Pip in the store. He is going to try on a hat. These details tell me that first Pip goes into the store and then he tries on hats.



Pip will go here. ⑪

36

Pip can look. ⑫

37

LITERATURE ANTHOLOGY, pp. 36–37

⑩ Genre: Fantasy

A fantasy story has made-up characters and events that could not really happen. But some elements in the story may be based on real things. Is a squirrel a real animal? (yes) Could the cars and building on page 36 really exist? (yes) What is Pip doing? (reading a map) Could a real squirrel do this? (no) This tells us the story is a fantasy.

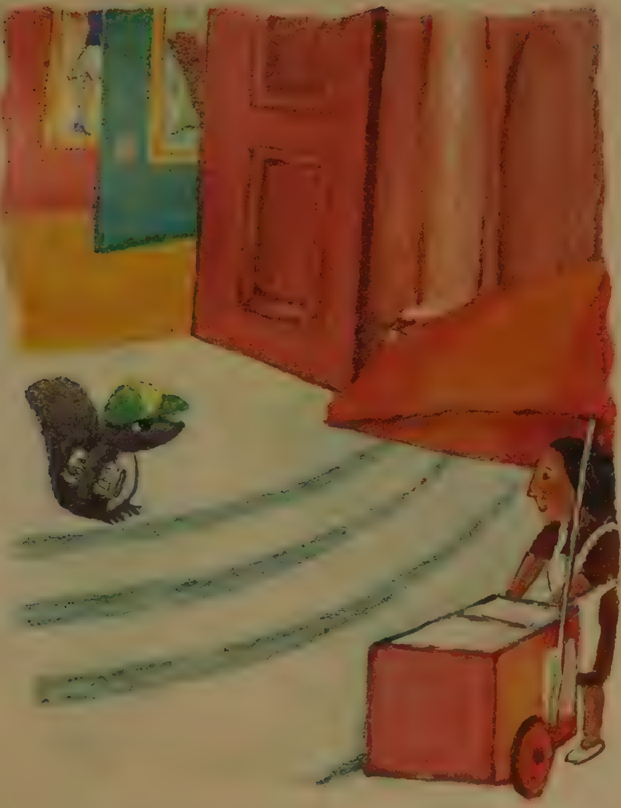
⑪ Retell

Remember as we read, we can retell what has happened in the story using our own words. Turn to a partner and retell the story so far. Use the words and illustrations.

⑫ Skill: Key Details

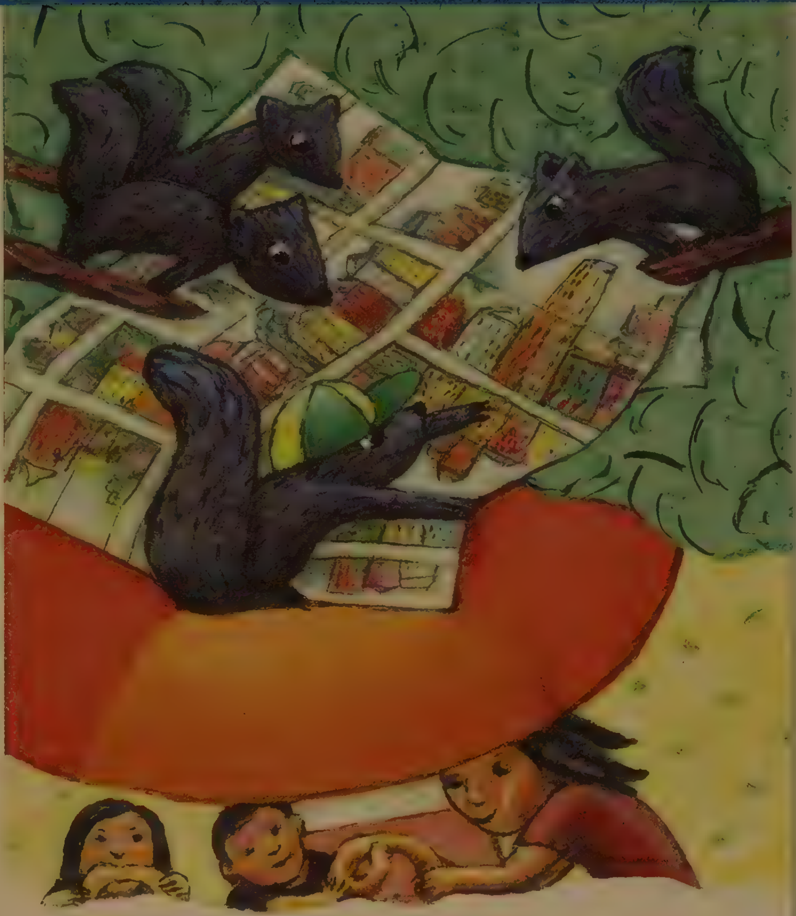
What key details do we see and read on these pages? What is Pip doing? Let's add these details to our chart.

Detail	Detail	Detail
Pip jumps onto the cart.	Pip looks up and down to see the city.	Pip goes in a museum to look at the paintings.



Where will Pip go?

38



Pip will go home!

39

LITERATURE ANTHOLOGY, pp. 38–39

Develop Comprehension

CLOSE READING

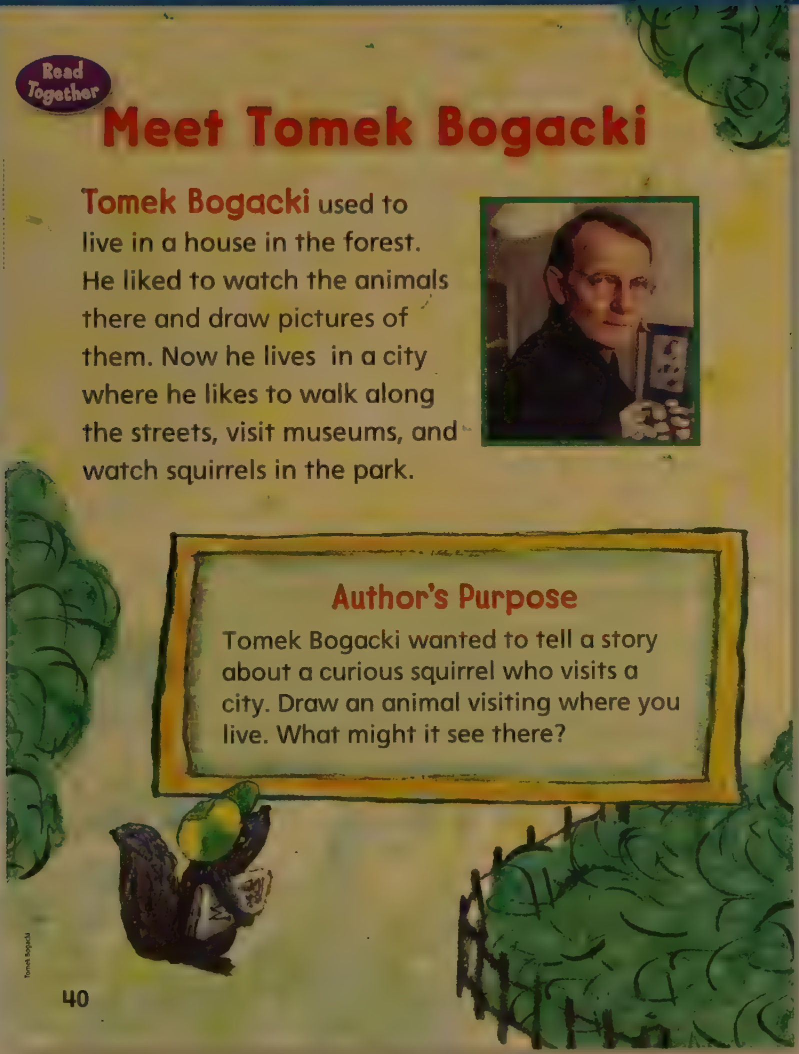
Skill: Key Details

What details can we add to our chart about what Pip does? Chorally read the completed chart with children and point out that the key details tell all the things Pip does.

Detail	Detail	Detail
Pip looks up and down to see the city.	Pip goes in a museum to look at the paintings.	Pop reads a map and finds his way home.

Return to Predictions and Purposes

Review children's predictions. Ask children if their predictions were correct. Guide them to use the evidence in the text to confirm whether their predictions were accurate. Discuss what children learned about living in a city by reading the selection. Ask children if they learned what they wanted by reading the selection.



Read Together

Meet Tomek Bogacki

Tomek Bogacki used to live in a house in the forest. He liked to watch the animals there and draw pictures of them. Now he lives in a city where he likes to walk along the streets, visit museums, and watch squirrels in the park.

Author's Purpose

Tomek Bogacki wanted to tell a story about a curious squirrel who visits a city. Draw an animal visiting where you live. What might it see there?

Tomek Bogacki

40

LITERATURE ANTHOLOGY, p. 40

Meet the Author/Illustrator

Tomek Bogacki

Read aloud page 40 with children. Ask them why they think Tomek Bogacki wrote about living in a city. What does Tomek like to do in the city? Which of these things did he put in the story?

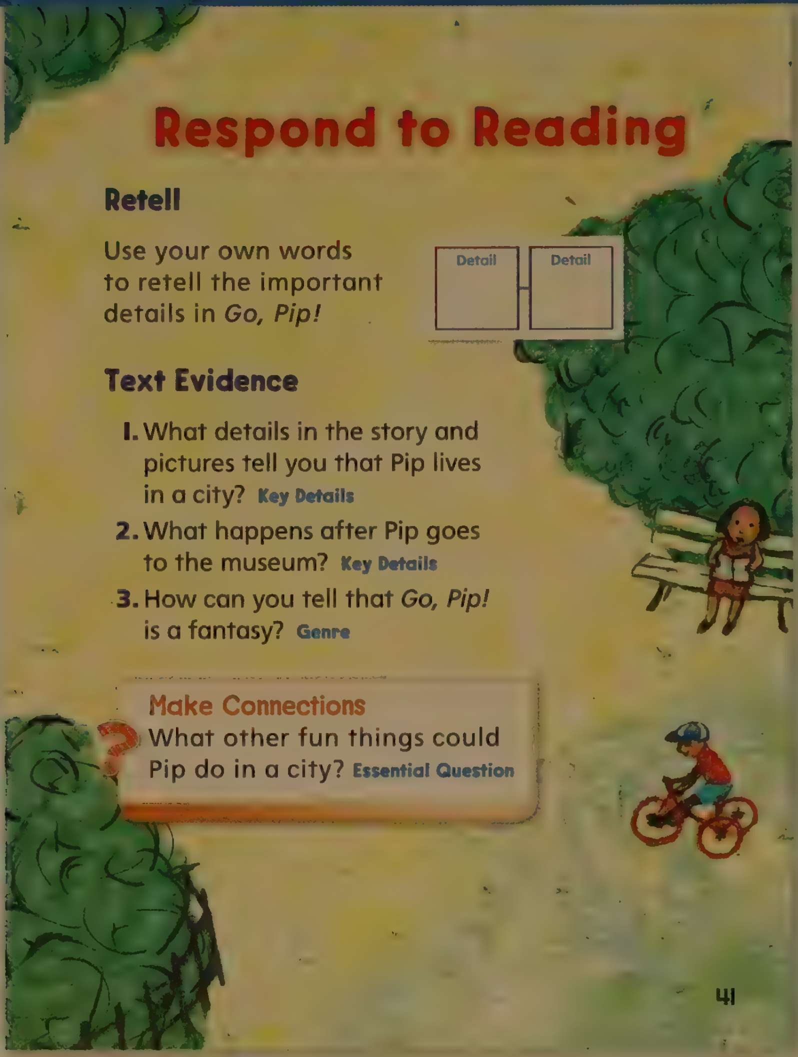
Author's Purpose

Have children choose a familiar animal that might visit where they live. Tell them to draw a picture of this animal visiting them in their Response Journals. Instruct them to include what the animal might see where they live. Use a sentence starter to have them tell the class about their pictures: *The [animal] sees* ____.

ILLUSTRATOR'S CRAFT

Focus on Details

Take a picture walk through the story and point out the details in the illustrations that tell what Pip is doing and where he is. Prompt children to describe these actions and places based on the pictures. Explain that illustrators can tell the reader a lot about what a character does and where a story takes place by adding details to the pictures.



Respond to Reading

Retell

Use your own words to retell the important details in *Go, Pip!*

Detail | Detail

Text Evidence

1. What details in the story and pictures tell you that Pip lives in a city? **Key Details**
2. What happens after Pip goes to the museum? **Key Details**
3. How can you tell that *Go, Pip!* is a fantasy? **Genre**

Make Connections

What other fun things could Pip do in a city? **Essential Question**

41

LITERATURE ANTHOLOGY, p. 41

Respond to Reading

Retelling

Guide children in retelling the selection. Remind them that as they read *Go, Pip!*, they paid attention to the key details and visualized the events of the story. Now they will use that information to retell the story.

- Have children use the information they recorded on their Key Details chart to help them retell the story.

Text Evidence

Guide children to use text evidence to answer the Text Evidence questions on Literature Anthology page 41. Model answering the questions as needed.

1. **Key Details** To answer the question, we can look for key details in the pictures. Let's look back at pages 30 and 31. The details in the pictures show us things found in a city: traffic, food cart, streetlight, and many people. Let's look through the rest of the story and find things found in a city.

2. **Key Details** The question asks what happens after Pip goes to the museum. The part about Pip at the museum is on page 37. Let's look at the text and pictures on the pages after page 37. That would be pages 38 and 39. Reread the text on page 39 to find what Pip will do next. Pip reads a map and finds his way home. He shows his friends where he went.
3. **Genre** This question asks how we can tell that *Go, Pip!* is a fantasy story. To answer this question, we must remember that a fantasy is a made-up story where the events could not happen in real life. Let's look back at the selection and think about what this squirrel does that a real squirrel would not do. A real squirrel would not read a map, use binoculars, go in a store, try on hats, or go in a museum. All of these things tell us that *Go, Pip!* is a fantasy.

Make Connections

Analytical Writing

COLLABORATE

Essential Question Have partners name and list other things that are found in a city. Then, have them tell what Pip might do at one of those places.

ELL

ENGLISH LANGUAGE LEARNERS

Retell Help children by looking at each page of the story and asking a prompt, such as: *Where is Pip? What is Pip doing?* Provide sentence starters to help children retell the story, such as: *Pip is in the* ____. *Pip is* ____.

Language Arts

Reading/Writing Workshop Big Book

OBJECTIVES

CCSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

CCSS Use end punctuation for sentences. **L.1.2b**

Identify and use correct word order.

ACADEMIC LANGUAGE

- *descriptive details, period*
- Cognate: *detalles descriptivos*

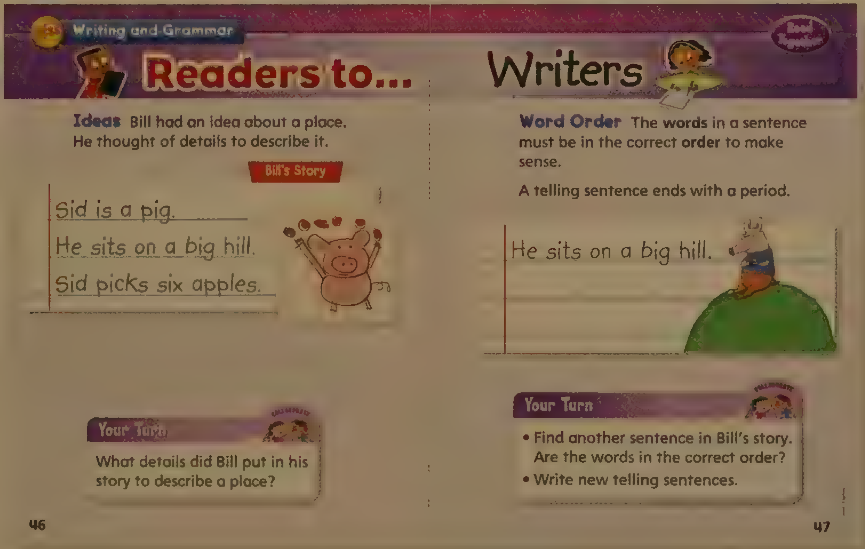
MINILESSON 5

Independent Writing

Writing Trait: Ideas

① **Review** Tell children that they will write a draft. *Today you will write your own descriptive sentence about a place. Think about the steps we have followed as we have written descriptive sentences together.*

② **Guided Practice** Have children open to page 46 in the Reading/Writing Workshop. Read the student model aloud. Point out how Bill used the writing trait, Ideas. Guide children to identify and discuss the descriptive details Bill uses to tell about his idea.



Writing and Grammar

Readers to... Writers

Ideas Bill had an idea about a place. He thought of details to describe it.

Bill's Story

Sid is a pig.
He sits on a big hill.
Sid picks six apples.

Word Order The words in a sentence must be in the correct **order** to make sense.

A telling sentence ends with a period.

He sits on a big hill.

Your Turn

What details did Bill put in his story to describe a place?

Your Turn

- Find another sentence in Bill's story. Are the words in the correct order?
- Write new telling sentences.

46 47

READING/WRITING WORKSHOP, pp. 46–47

Descriptive Sentences

Model Have children look again at Bill's story, noting the descriptive details he uses. Have children complete the Your Turn.

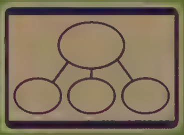
Prewrite

Display the list of place ideas from Day 2. Guide children to choose a topic, or an idea. Review the choices with children.

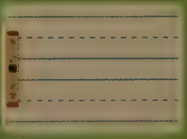
COLLABORATE **Brainstorm** Assign partners based on the place they have chosen. Guide partners to use a Word Web to help them describe the place.

Go Digital

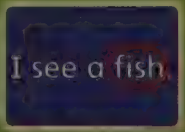
Present the Lesson



Graphic Organizer



Writing



I see a fish

Grammar

Draft

Have children write using their Word Web. They should write at least one sentence to describe the place they chose. Provide a sentence starter. For example: *The library is ____.*

Apply Writing Trait As children write their drafts, remind them to include words that describe the place.

Apply Grammar Remind children to pay attention to word order. Remind them to begin each descriptive sentence with a capital letter and end with a period.

As children work, conference with them to provide guidance.

Grammar

Word Order

① **Review** Have children look at the Readers to Writers page in the Reading/Writing Workshop. Remind them that sentences must be in an order that makes sense. Read the model sentence with children. *Is the word order correct?* (yes) *How do you know?* (The sentence tells who, did what, where. He, sits, on a big hill)

② **Guided Practice/Practice** Guide children to discuss the word order in each of Bill's sentences.

Have children work with partners to write one new sentence about Sid the pig. They should use correct word order.

Talk About It Ask children to work with partners to discuss the word order of sentences they create and to arrange them in an order that makes sense.

Mechanics: Sentence Punctuation

① **Review** Remind children that a telling sentence always ends with a period.

② **Practice** Display incorrect sentences. Read each aloud. Then have children fix the sentences.

The cat hid in a sack (The cat hid in a sack.)

The cat. ran in a zig zag (The cat ran in a zig zag.)

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Engage Help children create sentences by asking them questions about the place they chose. *Is this place big or small? Is it loud or quiet? Does this place have many people or only a few?* Provide sentence frames for children to complete.

Intermediate

Describe Help children think of details that describe the place they chose. *What do you see in this place? Who likes to go to this place?* Provide sentence frames and vocabulary as needed.

Advanced/Advanced High

Expand Ask pairs to read their sentences. Have children tell what descriptive details they used. Help them think of more details they could include in their sentences.

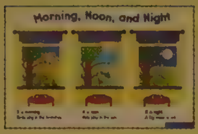
Daily Wrap Up

- Review the Essential Question and encourage children to discuss using the oral vocabulary words. Ask: *How can you describe the place where you live?*
- Prompt children to review and discuss today's skills. Guide them to give examples of how they used each skill.

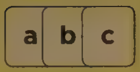
Materials

Literature Anthology
VOLUME 1

Visual Vocabulary Cards
bored
city
country
feast
scurried
down
out
up
very


Teaching Poster

Spelling Word Cards



Word-Building Cards

Dinah Zike's
FOLDABLES
Dinah Zike's Foldables®

Extend the Concept

MINILESSON 5

Oral Language

OBJECTIVES

Know and use various text features (*e.g., headings, tables of contents, glossaries, electronic menus, icons*) to locate key facts or information in a text. **RI.1.5**

ACADEMIC LANGUAGE

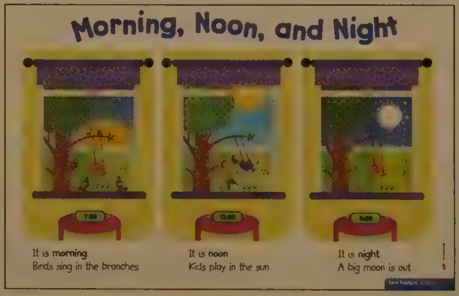
- *bold print, illustration, text*
- Cognates: *ilustración, texto*

ESSENTIAL QUESTION

Remind children that this week they have been learning about the places people live. Guide children to discuss the question using information from what they have read and discussed.

Use the Define/Example/Ask routine to review the oral vocabulary words *bored, city, country, feast,* and *scurried*. Then review last week's words *common, learn, object, recognize,* and *subjects*.

Text Feature: Bold Print


Morning, Noon, and Night
It is morning
Birds sing in the branches
It is noon
Kids play in the sun
It is night
A big moon is out
Teaching Poster

❶ **Explain** Tell children they can use nonfiction selections to find facts and details about where people live. Explain nonfiction text often has words in bold print, letters that are heavier and darker than the other letters in the text. Authors use bold print to point out important information.

❷ **Model** Display Teaching Poster 13. Point to the left drawing and read the text. Morning *is in bold print. The letters are heavier and darker than the other letters. The illustration shows a morning scene. The text tells us it is morning and then tells us what happens in the morning. The author put the word* morning *in bold print to show us it is the most important idea of the illustration and the text.*

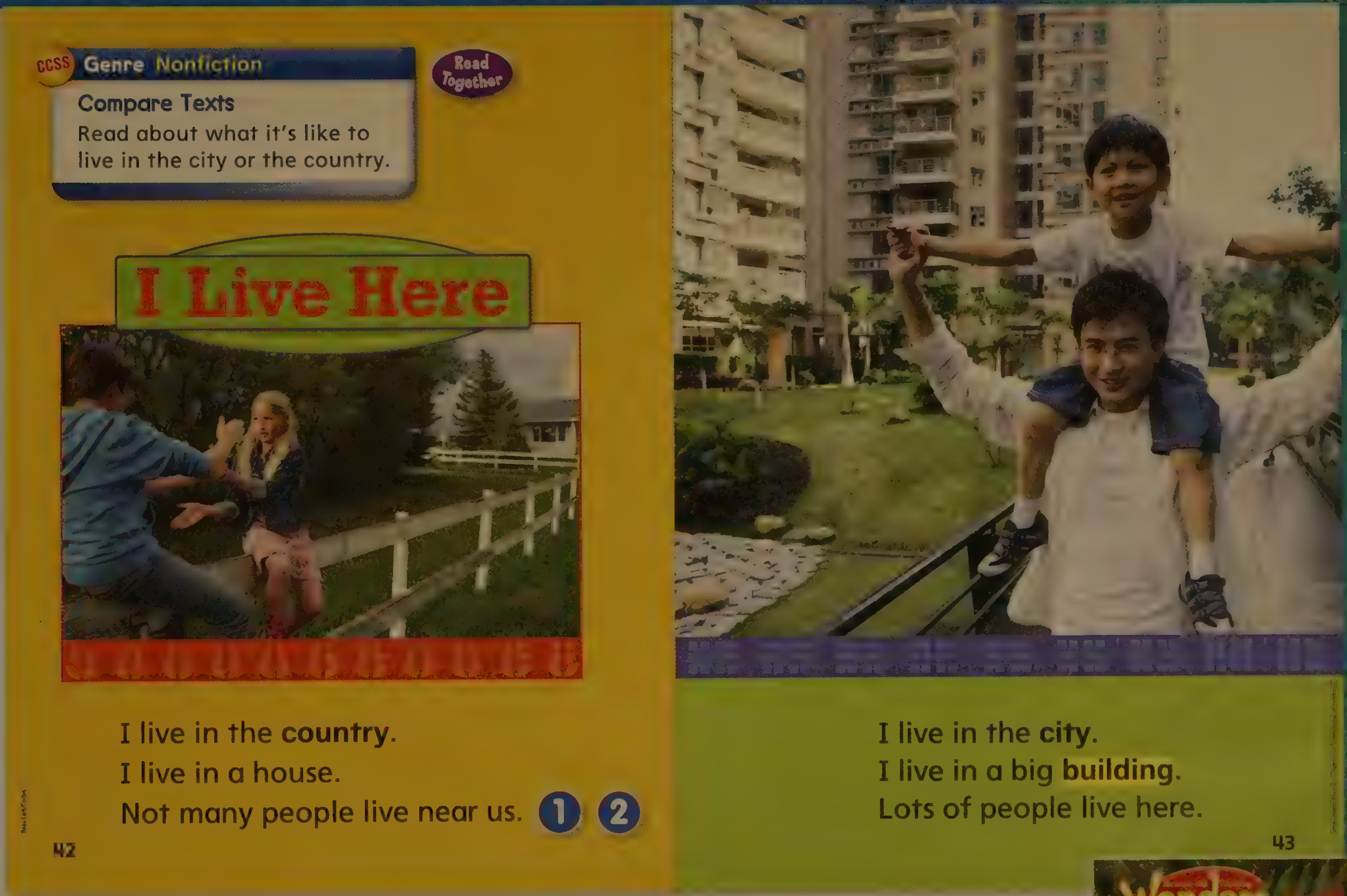
❸ **Guided Practice/Practice** Read together the text underneath the second illustration. Guide children to identify the word in bold. *Why did the author put this word in bold print? What is the most important idea of the illustration and the text?* Repeat for the third illustration. Tell children to look for bold print in the selection.

Go Digital

Visual Glossary

Teaching Poster

"I Live Here"



CCSS Genre Nonfiction

Compare Texts

Read about what it's like to live in the city or the country.

Read Together

I Live Here

I live in the **country**.
I live in a house.
Not many people live near us. ① ②

42

I live in the **city**.
I live in a big **building**.
Lots of people live here.

43

LITERATURE ANTHOLOGY, pp. 42–43 **Lexile** BR

Develop Comprehension

Read Literature Anthology

Compare Texts

Tell children as they read they should think about which place in is most like where Pip lives.

① Text Features: Bold Print

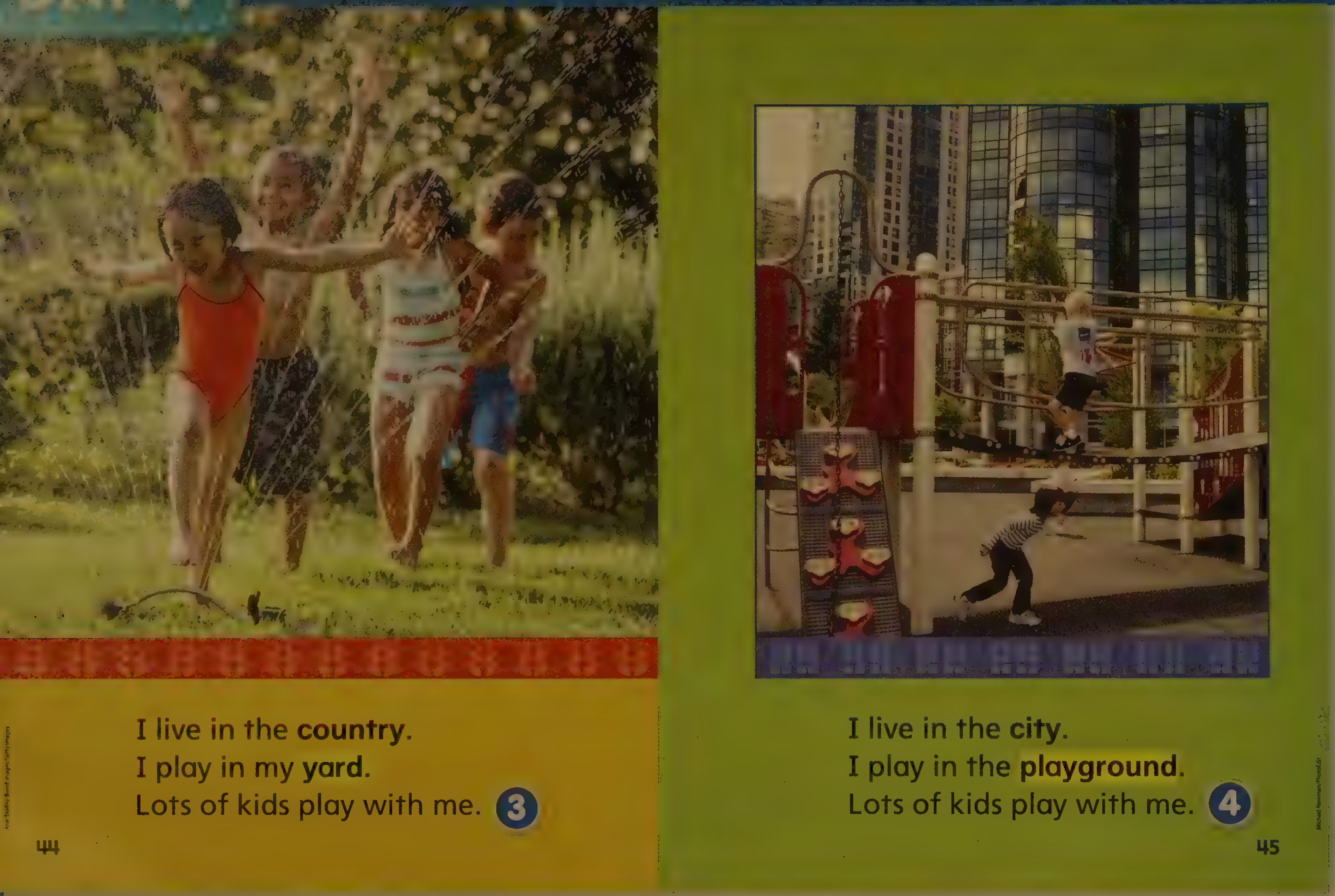
Teacher Think Aloud When I read the first sentence, I see the word *country* in bold print. Authors use bold print for some words because they are important to what the whole text is about. The author must think that the country is important to the text. The other sentences on this page must tell about living in the country. What words do you see in bold print on page 43? (city, building)

Literature Anthology

② Strategy: Visualize

Teacher Think Aloud The text on page 42 says that not many people live near the children in the country. I picture in my mind a house with lots of land around it. I picture only one or two people outside.

Content Words Point out the words *building, yard,* and *playground.* Prompt children to use the photograph and context words to understand the meaning of each word.



I live in the **country**.
I play in my **yard**.
Lots of kids play with me. ③

44

I live in the **city**.
I play in the **playground**.
Lots of kids play with me. ④

45

LITERATURE ANTHOLOGY, pp. 44–45

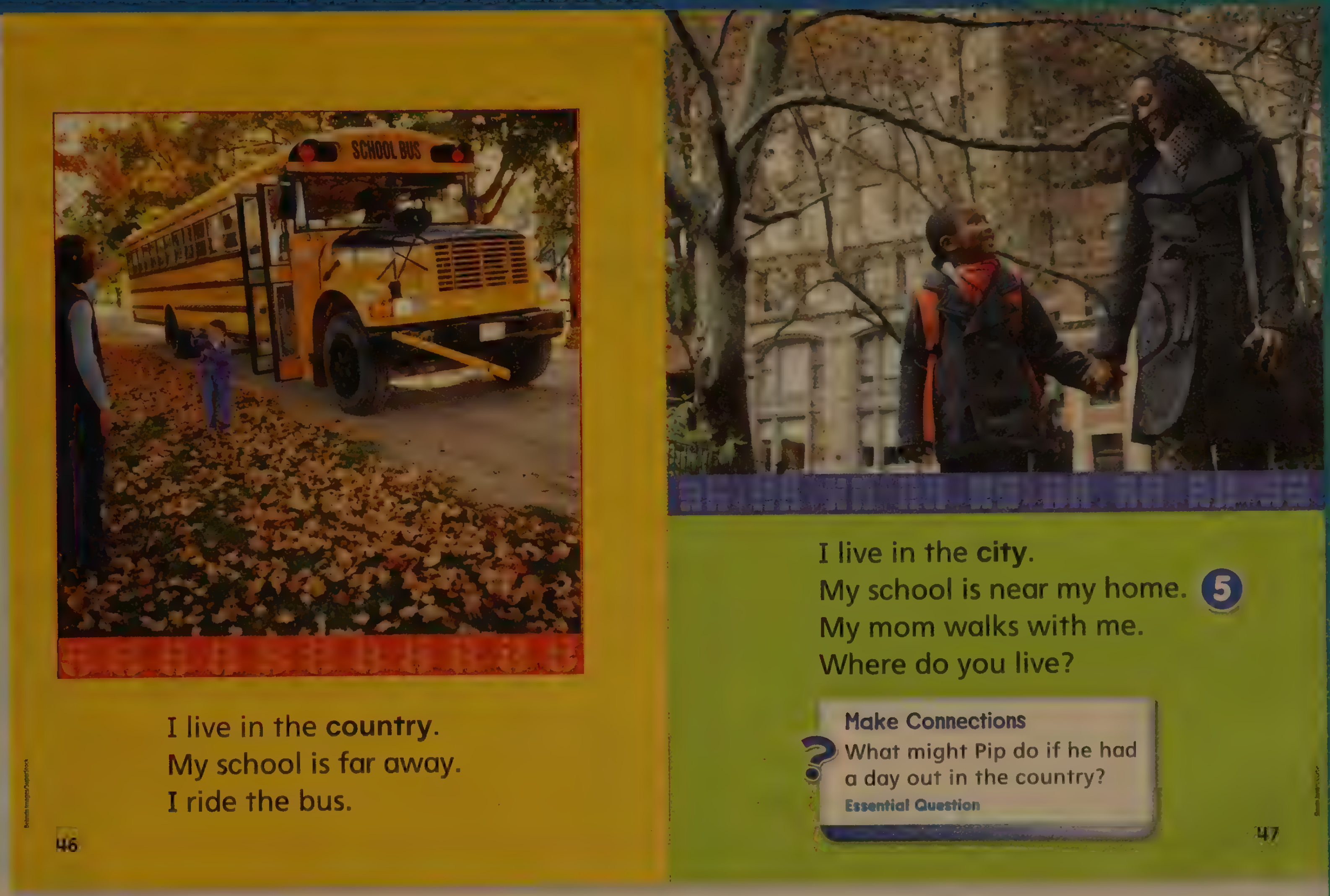
Develop Comprehension

③ Text Features: Bold Print

What words are in bold print on page 44? (country, yard) Why is the word country in bold print? (The author wants the readers to know that this word is important. This page tells about living in the country.) Why is the word yard in bold print? (The author wants the readers to know that this word is important. Having a yard is important to living in the country.)

④ Strategy: Visualize

Teacher Think Aloud I can help myself understand the selection by trying to visualize the information. The words tell me that many kids play in the city playground. The photograph shows kids playing together. I can close my eyes and picture these children in the playground. I can imagine the boy climbing on the bridge. I can even hear the children talking and playing.



I live in the **country**.
My school is far away.
I ride the bus.

46

I live in the **city**.
My school is near my home. ⑤
My mom walks with me.
Where do you live?

Make Connections
What might Pip do if he had a day out in the country?
Essential Question

47

LITERATURE ANTHOLOGY, pp. 46–47

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⑤ Text Features: Bold Print

What word is in bold print on page 47? (city) Why do you think this word is in bold print? (The author wants the readers to know that this word is important. This page must tell about living in a city.) On this page, what does the author tell us about living in the city? (The author tells us the school is nearby, so the boy walks to school.)

Make Connections Have partners make connections between *Go, Pip!* and "I Live Here" by telling what they think Pip would do if he spent a day in the country.

CONNECT TO CONTENT

PHYSICAL ENVIRONMENT

Remind children that all week they have been learning and talking about different places to live and what they are like. Guide children to use the text and photographs in the selection to identify and describe features of each environment. Prompt them to discuss how the features in each place are similar and different. Ask children how the places in the selection are similar to and different from where they live.

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *a, b, c, ck, d, f, g, h, i, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z.* Have children say the sounds. Repeat, and vary the pace.

MINILESSON 5 Mins

Phonological Awareness

OBJECTIVES

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

Recognize and generate initial sound alliteration

Alliteration

① **Model** Show children how to recognize and generate alliteration. *Listen carefully as I say a sentence.* Five fat frogs float for fun. *What sound do you hear at the beginning of each word? That's right: /f/. Now I am going to say two words that begin with the same sound:* fit, fast. *They both begin with the /f/ sound. Listen: /fffit/, /fffast/.*

② **Guided Practice/Practice** Have children practice recognizing and generating alliteration. *I am going to say some sentences. What sound do you hear at the beginning of each word in the sentence? Tell me two more words that begin with that same sound.*

Pam plays piano.
Bob bakes bread.
Ruth runs races.
Dave digs ditches.

MINILESSON 5 Mins

Phonics

Build Words with Short *i*

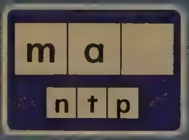
Review *The short* i *sound /i/ can be represented by the letter* i. *We'll use* ***Word-Building Cards*** *to build words with short* i.

Place the letters *l, i, c, k. Let's blend the sounds together and read the word: /llliiik/,* lick. *Now let's change the* l *to* s. Blend the sounds and read the word: */sssiiik/, sick.*

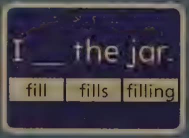
Continue with *sit, six, fix, fit, fin, win, pin, pill, will, hill, him.*

Go Digital

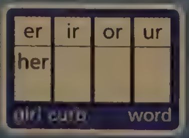
Phonemic Awareness



Phonics



Structural Analysis



Spelling Word Sort

Visual Glossary

Structural Analysis

Double Final Consonants

Review Write the words *pass, hill,* and *mitt* on the board and read them with children. *When a word ends with two consonants that are the same, we only say one sound for both letters.*

Write the following words: *miss, kiss, will, fill, Matt, jazz.* Have children work in pairs to say and write sentences for each word. Ask them to underline the double final consonant in their sentences.

Spelling

Word Sort with *-in, -it, -iss*

Review Provide pairs of children with copies of the **Spelling Word Cards**. While one partner reads the words one at a time, the other partner should orally segment the word and then write the word. After reading all the words, partners should switch roles.

Have children correct their own papers. Then have them sort the words by ending spelling pattern: *-in, -it, -iss,* or no short *i* spelling pattern.

High-Frequency Words

down, out, up, very

Review Display **Visual Vocabulary Cards** for high-frequency words *down, out, up, very.* Have children Read/Spell/Write each word.

- → Point to a word and call on a child to use it in a sentence.
- → Review last week's words using the same procedure.

Monitor and *Differentiate*

✓ Quick Check

Can children read and decode words with short *i*?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T134–137
	ELL	Develop pp. T148–155
If Yes →	On Level	Review pp. T142–143
	Beyond Level	Extend pp. T146–147

Language Arts

MINILESSON 5

Independent Writing

OBJECTIVES

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

Use end punctuation for sentences. **L.1.2b**

Identify and use correct word order.

ACADEMIC LANGUAGE

- *descriptive details, period*
- Cognate: *detalles descriptivos*

Descriptive Sentences

Revise

Explain to children that revising helps make their ideas clearer and more interesting. When a writer revises, he or she might add descriptive details or delete ideas that don't tell about the topic.

Apply Writing Trait: Ideas Explain that as writers revise, they check to see if they can make their sentences more descriptive. Write sentences on the board.

The park has a slide.

The park has a fort.

Tell children that the writer of the first sentence could add words to make the sentence more descriptive. Guide children to add words to describe the slide *(huge, red, twisty)*. Repeat with the second sentence, adding words to describe the park or the fort.

Peer Review Have children work in pairs to do a peer review, in which they will each read their partner's draft. They should take notes about what they like most, questions they have for the author, and ideas they think the author could include. Have partners discuss these topics. Provide time for them to make revisions to their descriptive sentences.

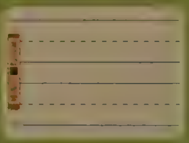
Proofread/Edit

Apply Grammar Review proofreader's marks with children. Have them reread their drafts and fix mistakes. Remind them to make sure that:

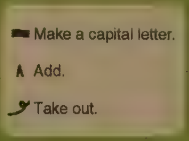
- every sentence uses correct word order.
- sentences end with a period.
- all words are spelled correctly.
- all sentences are complete.

Peer Edit Next, have partners exchange their drafts and take turns reading for the mistakes above. Encourage partners to discuss and fix errors together as they read.

Go Digital



Writing



Make a capital letter.
Add.
Take out.

Proofreader's Marks

I see a fish.

Grammar

Final Draft

After children have edited their own papers and finished their peer edits, have them write their final draft. Encourage children to create or find illustrations or other visuals that relate to their writing. As children work, conference with them to provide guidance.

MINILESSON 5

Grammar

Word Order

① **Review** Review with children that words in sentences must be in an order that makes sense.

② **Guided Practice** Write on the board: *Tad the ball kicks.* Say: *The words in the sentence tell a complete idea, but they are not in order. What is the correct word order for this sentence?* (Tad kicks the ball.) Repeat with *Cat the sick is.* (The cat is sick.)

③ **Practice** Write the following words on note cards: *I, am, can, big, six, kick, win, dig.* Include a card for a period (.). Have children take turns arranging the cards for sentences in an order that makes sense. Remind them to include a period.

COLLABORATE **Talk About It** Have partners work together to create mixed-up sentences and then organize them so that they make sense.

Mechanics: Sentence Punctuation

① **Review** Remind children that a telling sentence always ends with a period.

② **Practice** Display the sentences below. Read each aloud. Have children fix the sentences as a class.

A cat. does not yap (A cat does not yap.)

The pig is very big (The pig is very big.)

Daily Wrap Up

- Review the Essential Question and encourage children to discuss using the oral vocabulary words. Ask: *What places would you like to live someday?*
- Prompt children to discuss the skills they practiced and learned today. Guide them to share examples of each skill.

Wrap Up the Week

Integrate Ideas

Go Digital
www.connected.mcgraw-hill.com
RESOURCES
Research and Inquiry

RESEARCH AND INQUIRY

SOCIAL STUDIES

Where I Live

OBJECTIVES

CCSS Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). **W.1.7**

- Build background knowledge
- Research information using technology

ACADEMIC LANGUAGE

- *community, favorite*
- Cognates: *comunidad, favorito/a*

Venn Diagram

COLLABORATE Tell children that today they will do a research project with a group to learn how places in their community are similar and different. Review the steps in the research process.

STEP 1 Choose a Topic

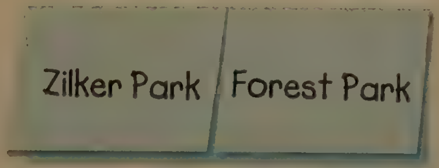
Guide groups to choose a favorite place in the community. If children are not familiar with places in the community, provide information about local landmarks in the city or state.

STEP 2 Find Resources

Discuss how children can use books and magazines to find information on other places in their community. Remind children that they can find more details online. Have children use the Research Process Checklist online.

STEP 3 Keep Track of Ideas

Have children use a Two-Tab Foldable® to record their ideas about the places they are comparing. Model recording how the places are the same and different.

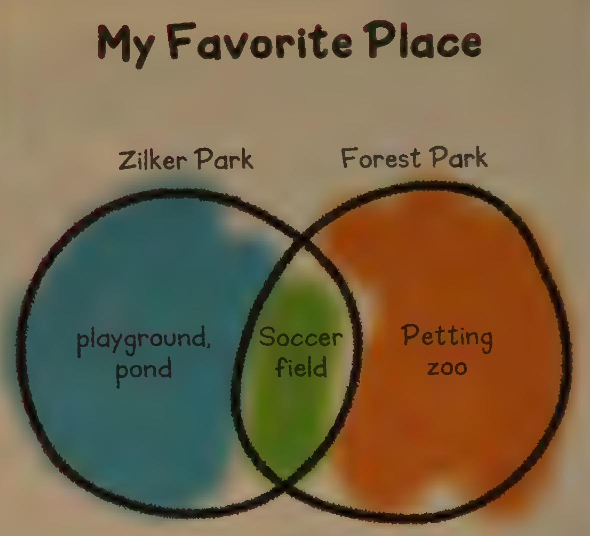


Dinah Zike's FOLDABLES

Collaborative Conversations

Take Turns Talking Review with children that as they engage in partner, small-group, and whole-group discussions, they should:

- take turns talking and not speak over others.
- raise their hand if they want to speak.
- ask others to share their ideas and opinions.



STEP 4 Create the Project: Venn Diagram

Explain the characteristics of a Venn Diagram.

- A Venn Diagram shows how two things are alike and different.
- The left side lists details that are true only for one thing.
- The right side lists details that are true only for the other thing.
- The middle section lists details that are true for both.

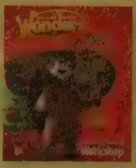
Have groups create a Venn Diagram showing how two places in their community are alike and different.

- Guide them to write the place names above the ovals on their diagrams.
- Prompt them to write details comparing the places inside their diagrams.
- Encourage children to draw pictures of each place.

ELL ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning	Intermediate	Advanced/High
Use Sentence Frames Use sentence frames to help children describe details about the places they have chosen. For example: _____ *is a place in our community. It is* _____. *It has* _____.	**Discuss** Guide children to focus on how the two places are alike and different. Ask: *How are these places alike? How are they different?*	**Describe** Prompt children to elaborate on the places they are comparing. Ask them to tell which place is the most interesting and why.

Materials


Reading/Writing Workshop
VOLUME 1

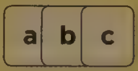
Literature Anthology
VOLUME 1

Literature Big Book
Alicia's Happy Day

Visual Vocabulary Cards

bored	down
city	out
country	up
feast	very
scurried	

Teaching Poster



Word-Building Cards

Spelling Word Cards

Integrate Ideas

TEXT CONNECTIONS

Connect to Essential Question

OBJECTIVES

CCSS Compare and contract the adventures and experiences of characters in stories. **RL.1.9**

- Develop answers to the Essential Question
- Make text connections to the world

ACADEMIC LANGUAGE

- *different*
- Cognate: *diferente*

Text to Text

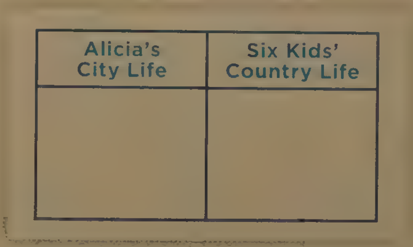
Remind children that all week they have been reading selections about where people live. Tell them that now they can think about how the selections were similar to one another. This is called making connections across texts. Model comparing living in the country with living in the city using *Six Kids* and *Alicia's Happy Day*.

Think Aloud Six Kids *shows life in the country, and* Alicia's Happy Day *shows life in the city. How are these stories alike? How are they different?*

Complete the Organizer Have children use the graphic organizer on Teaching Poster 42 to help them compare the information from this week's selections.

→ Discuss and write about life in the city where Alicia lives.

→ Discuss and write about life in the country where the six chicks live.



Alicia's City Life	Six Kids' Country Life

Teaching Poster

Text to Self

Have children discuss which is most like where they live: a city or the country. Ask: *Where would you rather live, in a city or in the country?*

Text to World

Have children discuss the idea that city life and country life are different, but one is not better than the other. Ask: *How is city life different from country life? What kind of people might like living in a city? What kind might like living in the country?*

WRITE ABOUT READING

Analytical Writing

Analyze to Inform/Explain

OBJECTIVES

CCSS Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.4.9**

Analyze Key Details

Explain to children that as a group you will write about one of the selections that they read this week.

Tell children that using the evidence in the text, they will think about how the author used key details to write the story.

Review the Key Details chart you completed for *Six Kids*. Guide children to analyze the text evidence by asking "what" and "how" questions about the key details.

- What key details did the author give about the kids?
- How did the author use key details to tell about where the story took place?
- How do the key details help you understand the place the author wrote about?

Write an Analysis

Display the following sentence frames:

> *In* Six Kids, *the author wrote about* ________.
>
> *The author used the key details* ________ *and* ________ *to tell about living in the country.*
>
> *The story is a fantasy because* ________.

Work with children to complete the sentence frames using *Six Kids*.

Select another fantasy story you read this week. Work with children to complete similar sentences to write about how the author used key details.

RESEARCH AND INQUIRY

Where I Live

OBJECTIVES

CCSS Participate in shared research and writing projects. **W.1.7**

Wrap Up the Project

Guide groups to share the information in their Venn Diagrams. *What two places are on your diagram? How is one place different from the other? How are they alike?* Have children use the Presentation Checklist online.

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *a, b, c, ck, d, f, g, h, i, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z.* Have children say the sounds. Repeat, and vary the pace.

MINILESSON 5 Mins

Phonemic Awareness

Phoneme Blending

Review Guide children to blend phonemes to form words. *Listen as I say a group of sounds. Then blend those sounds to form a word.*

/s/ /i/ /t/ /f/ /i/ /t/ /b/ /i/ /t/ /p/ /i/ /g/ /p/ /i/ /n/

Phoneme Segmentation

Review Guide children to segment phonemes in words. *Now I am going to say a word. I want you to say each sound in the word.*

it sit him bat sick

MINILESSON 5 Mins

Phonics

Blend and Build Words with Short *i*

Review Have children read and say the words *is, six, hip,* and *kiss.* Then have children follow the word building routine with **Word-Building Cards** to build *did, dip, dig, big, bit, hit, fit, sit, six, mix, fix, fin.*

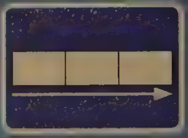
Word Automaticity Help children practice word automaticity. Display decodable words and point to each word as children chorally read it. Test how many words children can read in one minute. Model blending words children miss.

OBJECTIVES

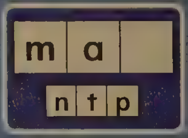
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d**

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

Go Digital



Phonemic Awareness



Phonics

I __ the jar.
fill
fills
filling

Structural Analysis

Visual Glossary

Fluency: Word Automaticity

Structural Analysis

Double Final Consonants

Review Have children name words that end with double final consonants. Point out common spelling patterns, such as *-iss* and *-ill*. Then have children practice writing words with *-iss* and *-ill*.

Spelling

Word Sort with *-in, -it, -iss*

Review Have children use the **Spelling Word Cards** to sort the weekly words by vowel and ending sounds. Remind children that four of the words do not have the short *i* sound.

Assess Assess children on their abilities to spell words in the *-in*, *-it*, and *-iss* word families. Say each word and provide a sentence so that children can hear the words used in a correct context. Then allow them time to write the words. In order to challenge children, you may wish to provide an additional word in each family to assess whether they understand the concept.

High-Frequency Words

down, out, up, very

Review Display **Visual Vocabulary Cards** of the high-frequency words *down, out, up, very*. Have children Read/Spell/Write each word. Have children write a sentence with each word.

Monitor and Differentiate

✓ Quick Check

Can children read and decode words with short *i*?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T134–137
	ELL	Develop pp. T148–155
If Yes →	On Level	Review pp. T142–143
	Beyond Level	Extend pp. T146–147

Language Arts

MINILESSON 5 Mins

Independent Writing

OBJECTIVES

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.1.6**

Use end punctuation for sentences. **L.1.2b**

Identify and use correct word order.

ACADEMIC LANGUAGE

bulletin board

Personal Narrative

Prepare

Review guidelines for making presentations with children.

- Provide time for children to finish preparing their presentations. Remind them to practice using a drawing or photo of their location and any other visuals they are using.

Present

Have children take turns giving presentations of their descriptive sentences. Remind them to speak clearly. When listening to other descriptive sentences, they should be polite and respectful, asking questions when appropriate and listening carefully when it is not appropriate to speak.

- If possible, record the presentation so that children can self-evaluate.

Evaluate

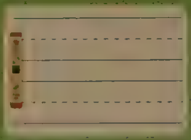
Have children discuss their own presentations and evaluate their performance using the presentation rubric.

Use the teacher's rubric to evaluate children's writing. Have children add their writing to their Writer's Portfolio. Then have them discuss and write about how they have become better writers.

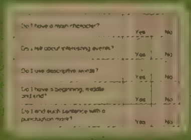
Publish

After children finish presenting their descriptive sentences, discuss how the class will make a bulletin board of all the descriptive sentences. Have children suggest how to prepare the bulletin board, and guide them to use digital tools to prepare it. Have them make decisions about the placement and assembly.

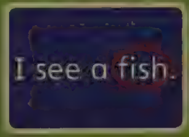
Go Digital



Writing



Checklists



Grammar

MINILESSON 5 MINS

Grammar

Word Order

1. **Review** Ask children to tell what they know about word order in a sentence. Write the following sentences on index cards. Write one word on each card. Include a card with a period (.). Distribute the cards to a group of children—one card for each child. Tell children to read aloud the word on their card and guide them in rearranging themselves in order to make a sentence. Have the class chorally read each sentence.

    Rick will pick up it.

    Pat hid in the van.

2. **Practice** Ask: *How do I know words in a sentence are in the correct order?* Have partners write a sentence. Check to make sure the sentence is correct. Then have them write each word on an index card and mix them up. Have pairs of children trade sets of cards with another pair. Children should read the words and arrange them in a sentence with correct word order. Have children write the sentence. Remind them to use capitalization and end punctuation.

Mechanics: Sentence Punctuation

1. **Review** Remind children that telling sentences end with a period.

2. **Practice** Write the following sentences. Read each aloud. Have children fix the sentences.

    Jill picks figs (Jill picks figs.)

    Jack and Jill ran. up the hill (Jack and Jill ran up the hill.)

Wrap Up the Week

- Review the Essential Question and encourage children to discuss using the oral vocabulary words.
- Review that when children picture key details and events in their minds it helps them understand the story.
- Review blending words with short *i* and double final consonants.
- Use the Visual Vocabulary Cards to review the Words to Know.
- Remind children that a fantasy is a made-up story with characters, setting, or events that could not exist in real life.

Approaching Level

What Can We See?
READ
My Home

Lexile BR

OBJECTIVES

Ask and answer questions about key details in a text. **RL.1.1**

With prompting and support, read prose and poetry of appropriate complexity for grade 1. **RL.1.10**

Leveled Reader: *What Can We See?*

Before Reading

Preview and Predict

Have children turn to the title page. Read the title and author name and have children repeat. Preview the selection's illustrations. Prompt children to predict what the selection might be about.

Review Genre: Fantasy

Have children recall that a fantasy is a story that has invented characters, setting, or other elements that could not exist in real life.

ESSENTIAL QUESTION

Remind children of the Essential Question. Set a purpose for reading: *Let's read to find out what the characters in this story will see on their trip.*

Remind children that as they read a selection, they can ask questions about what they do not understand or want to know more about.

During Reading

Guided Comprehension

As children whisper read *What Can We See?*, monitor and provide guidance, correcting blending and modeling the key strategies and skills.

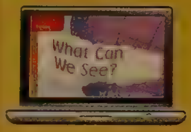
Strategy: Visualize

Remind children that as they read they can visualize what is happening in the story. Model using the strategy on page 2. *The characters will go on a trip in a balloon. The pictures show they are near farms. If I close my eyes I can picture the farm in my mind. I see farm animals and a barn. This helps me understand what the characters might see.*

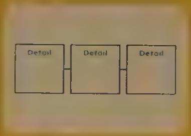
Skill: Key Details

Remind children that key details are the most important information in a story's words and pictures. While reading, ask: *What are the key details in this story?* Display a Key Details chart for children to copy.

Go Digital



What Can We See?



Graphic Organizer

Retell

Model recording children's answers in the details boxes. Have children copy the answers into their own charts.

Think Aloud On page 5 the words say that the characters see a cloud. The illustrations show that they are in a hot air balloon. These are key details. Let's add these details to our Key Details chart.

Guide children to use the text and illustrations to complete the chart.

After Reading

Respond to Reading

Have children complete the Respond to Reading on page 12.

Retell

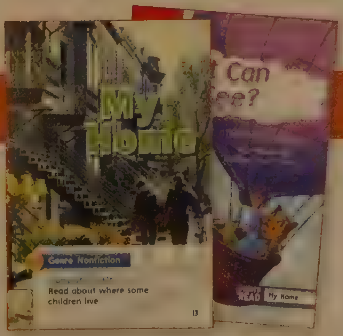
Have children take turns retelling the selection using the **Retelling Cards** as a guide. Help children make a personal connection by asking: *Have you ever gone on a trip? Where did you go? What did you see?*

Model Fluency

Read the sentences one at a time. Have children echo read each sentence. Point out to children how you emphasize important words.

Apply Have children practice repeated readings with partners. Provide feedback as needed.

PAIRED READ ...



Leveled Reader

"My Home"

Make Connections: Write About It Analytical Writing

Before reading, ask children to note that the genre of this text is informational text. Then discuss the Compare Texts direction. After reading, ask children to talk about the places that were the same in *What Can We See?* and "My Home." Then have them tell how the selections were different.

FOCUS ON SOCIAL STUDIES

Children can extend their knowledge of what they see in different places by completing the activity on page 16.

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about what they see in different places from both selections in the Leveled Reader.

Level Up

A Trip to the City
What Can We See?
Level-up lessons available online.

IF children can read *What Can We See?* **Approaching Level** with fluency and correctly answer the Respond to Reading questions,

THEN tell children that they will read another story about places.

- Use pages 2–4 of *A Trip to the City* **On Level** to model using Teaching Poster 26 to identify key details.
- Have children read the selection, checking their comprehension by using the graphic organizer.

Approaching Level

Phonological Awareness

RECOGNIZE ALLITERATION

TIER 2

OBJECTIVES

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

Recognize Alliteration

I Do Explain to children that they will be listening for words that begin with the same sound. *Listen to these words: /sssiiit/, /sssiiip/, /wiiil/.* Sit *and* sip *begin with the same sound, /s/.*

We Do *Listen as I say three words:* dish, miss, dip. Help children recognize that two start with the same sound, /d/. Dish *and* dip *start with /d/.*

Repeat this routine with the following examples.

fill, tip, fin   hip, hit, kiss   mitt, lip, list

You Do *It's your turn. Which words begin with the same sound?*

pit, pill, did   rib, tin, tip   fix, fit, pin

Repeat the alliteration routine with additional short *i* words.

PHONEME BLENDING

TIER 2

OBJECTIVES

CCSS Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **RF.1.2b**

I Do Explain to children that they will be blending sounds to form words. *Listen as I say two sounds: /iii/ /nnn/. Say the sounds with me: /iii/ /nnn/. I'm going to blend the sounds together: /iii/ /nnn/, /iiinnn/,* in. *We blended the word* in.

We Do *Listen as I say two sounds: /iii/ /t/. Repeat the sounds: /iii/ /t/. Let's blend the sounds: /iii/ /t/, /iiit/,* it. *We made one word:* it.

Repeat this routine with the following words:

/i/ /z/   /s/ /i/ /t/   /h/ /i/ /m/   /p/ /i/ /t/   /f/ /i/ /n/   /h/ /i/ /p/

You Do *It's your turn. Blend the sounds I say together to form a word.*

/p/ /i/ /n/   /l/ /i/ /p/   /t/ /i/ /n/   /f/ /i/ /ks/   /b/ /i/ /n/   /k/ /i/ /d/

Repeat the blending routine with additional short *i* words.

GENERATE ALLITERATION

OBJECTIVES

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

Generate Alliteration

I Do Explain to children that they will be listening for the beginning sound in words and naming a different word that begins with the same sound. *Listen:* pill, pit. *I hear /p/ in* pill *and* pit. Pin also begins with /p/.

We Do *Listen to these words:* win, wit. Help children think of another word that begins with /w/. (will)

Repeat this routine with *dip, dim.* (dig)

You Do *It's your turn. Listen to the words. Name another word that begins with the same sound.*

fit, fix (fin)	*kit, kiss (kid)*	*tap, tan (tip)*

Repeat the alliteration routine with additional short *i* words.

PHONEME SEGMENTATION

OBJECTIVES

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

Categorize words by middle phoneme

I Do Explain to children that they will be categorizing words by their middle sound. *Listen as I say three words:* pit, fin, can. *When I say* pit *and* fin *I can hear the /iii/ sound in the middle of each word.* Can *has the /a/ sound.* Can *does not belong.*

We Do *Listen as I say three words:* sick, map, win. Help children recognize that two words have the sound /iii/ in the middle: sick and win. Map *does not have the sound /iii/ in the middle. It has the /a/ sound. It does not belong.*

You Do *It's your turn. Which words go together? Which word does not belong?*

tip, bad, hit	big rip, tan	fill, tap, pin

Repeat the categorization routine with additional short *i* words.

ELL ENGLISH LANGUAGE LEARNERS

For the **ELLs** who need **phonemic awareness**, **phonics**, and **fluency** practice, use scaffolding methods as necessary to ensure children understand the meaning of the words. Refer to the Language Transfers Handbook for phonics elements that may not transfer in children's native languages.

Approaching Level

Phonics

CONNECT *i* TO /i/

TIER 2

OBJECTIVES

CCSS Know and apply grade level phonics and word analysis skills in decoding words. **RF.1.3**

I Do Display the **Word-Building Card** *i. This is lowercase* i. *Watch and listen as I trace the letter* i *and say the sound* i *stands for.* Trace the letter *i* and say /iii/ five times.

We Do Repeat the routine with children. Have them take turns tracing the lowercase *i* with their finger on the Word-Building Card and say /iii/ with you. Repeat five times.

You Do Have children trace the letter *i* with their finger on paper several times as they say /iii/. Then have them write *i* on paper five to ten times while saying /iii/.

Repeat, having children trace and write the letter *i* while saying the sound throughout the week.

BLEND WORDS WITH SHORT *i*

TIER 2

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Decode words with short *i*

I Do Display Word-Building Cards *m, i, x. This is the letter* m. *It stands for /m/. Say it with me: /m/. This is the letter* i. *It stands for /i/. Let's say it together: /i/. This is the letter* x. *It stands for /ks/. I'll blend the sounds together: /mmmiiiks/;* mix.

We Do Guide children to blend the sounds and read : *if, is, it, kiss, lip, miss.*

You Do Have children use Word-Building Cards to blend and read the following words: *pig, zip, win, hip, pin, fig, big, till, fill, dig.* Provide help as needed.

Repeat, blending additional short *i* words.

You may wish to review Phonics with **ELL** using this section.

BUILD WORDS WITH SHORT *i*

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Build and decode words with short *i*

I Do Display **Word-Building Cards** *i, t. These are the letters* i *and* t. *They stand for /iii/ and /t/. I will blend /iii/ and /t/ together: /iiit/. The word is* it.

We Do *Let's build a new word together. Make the word* sit *using Word-Buidling Cards.* Place the letter *s* in front of *sit. Let's blend: /sss/ /iii/ /t/, /sssiiit/,* sit.

Now let's change the t *in* sit *to* p. *Let's blend and read the new word:* sip.

You Do Have children build the words *lip, hip, hit, fin, bin, tin, win, pin, in,* and *is.*

Repeat, building additional words with short *i*.

BLEND WORDS WITH SHORT *i*

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Decode words with short *i*

I Do Display Word-Building Cards *l, i, p. This is the letter* l. *It stands for /l/. This is the letter* i. *It stands for /i/. This is the letter* p. *It stands for /p/. Listen as I blend the sounds and read the word: /llliiip/,* lip.

We Do *Let's blend some words together.* Blend and read the words *zip, kick, sit, fin, will,* and *miss* with children.

You Do Display the words to the right. Have children blend and read the words.

pin zip bill pig pit rim
pill bin mitt sit kick jig
Tim Rick bit nip rib quick
cap Matt Sam jazz yap zag

It is in a bin.
Jim can fix a pin.
Tim picks six big pigs.

BUILD FLUENCY WITH PHONICS

Sound-Spellings Fluency

Display the following Word-Building Cards: *a, b, c, ck, d, f, g, h, i, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z.* Say the sounds. Have children echo the sounds. Repeat and vary the pace.

Fluency in Connected Text

Have children review *Six Kids* in their Reading/Writing Workshop. Identify short *i* words. Blend words as needed.

Have children reread the selection.

Approaching Level

Structural Analysis

REVIEW DOUBLE FINAL CONSONANTS

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words. **RF.1.3**

Decode words with double final consonants

I Do *Write fi____. I can add* ll *to the letters to form a word. Write* fill. *When a word has a double consonant at the end I only say the sound one time. This word has two* lls *at the end. They stand for the one sound /l/. The word is* fill.

We Do *Write ki____. Let's add* ss *to the letters to form a word. Write* kiss. *We know that we only say one sound for the two consonants at the end. Let's say the word that the letters* k-i-s-s *spell:* kiss.

You Do Have children add *ll* to form words. *Now it's your turn. Add* ll *to each pair of letters, then read the word.*

mi____ wi____ bi____ hi____ pi____

Repeat Have children add *ss* and read the following words:

mi____ hi____ pa ____

RETEACH DOUBLE FINAL CONSONANTS

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words. **RF.1.3**

Decode words with double final consonants

I Do Write *ill*. Read the word: /iiilll/. *This is the word* ill. Circle the letters *ll* in *ill*. *When a word ends with two consonants that are the same, we only say one sound for both letters. The word* ill *has the sounds /iii/ and /lll/.* *i-l-l spells* ill.

We Do Write *miss*. *Let's circle the two letters at the end that are the same. Let's read the word: /mmm/ /iii/ /s/,* miss.

Repeat this routine with the following examples:

hiss fill will pill pass add

You Do *Now it's your turn.* Write the words. Have children circle the letters that are the same in each word and read the words.

jazz fizz bill mill hill kiss

Repeat reading additional words with double final consonants.

High-Frequency Words

REVIEW

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review *down, out, up, very*

I Do Use **High-Frequency Word Cards** to **Read/Spell/Write** each high-frequency word. Use each word orally in a sentence.

We Do Guide children to Read/Spell/Write each word on their **Response Boards**. Work together to generate oral sentences using the words.

You Do Have children work with a partner to do the Read/Spell/Write routine on their own using the words *down, out, up,* and *very*.

RETEACH

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Reteach *down, out, up, very*

I Do Review the high-frequency words using the Read/Spell/Write routine. Write a sentence on the board for each high-frequency word.

We Do Guide children in using the Read/Spell/Write routine. Ask them to complete sentence starters: *(1) We ran down the ____? (2) We went out to ____. (3) Up in the sky I saw ____. (4) I am very ____.*

You Do Ask children to read the word and spell the word orally. Then have them then write the word.

Repeat for each high-frequency word.

CUMULATIVE REVIEW

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review previously taught high-frequency words

I Do Display the High-Frequency Word Cards from the previous week. Review each word using the Read/Spell/Write routine.

We Do Have children write the words on their Response Boards. Work together to create an oral sentence for each word.

You Do Show each Word Card and have children chorally read each word. Mix and repeat.

Fluency Display the High-Frequency Word Cards. Point to the words in random order. Have children chorally read. Repeat at a faster pace.

Approaching Level

Comprehension

READ FOR FLUENCY

TIER 2

OBJECTIVES

CCSS Read with sufficient accuracy and fluency to support comprehension. **RF.1.4**

CCSS Read grade-level text orally with accuracy, appropriate rate, and expression. **RF.1.4b**

I Do Read the first sentence of the Practice Book selection. Model using appropriate intonation and stressing important words.

We Do Read the next sentence in the selection. This time, call attention to how you stress specific words and how your voice sounds. Then read the sentence again for children to echo using appropriate intonation.

You Do Have children work with a partner and take turns reading the first two sentences in the selection. Remind them to stress important words and listen to how their partner's voices changes. Monitor children as they read.

DETAILS

TIER 2

OBJECTIVES

CCSS Use illustrations and details in a story to describe its characters, setting, or events. **RL.1.7**

I Do Remind children what a detail is. *A detail is one piece of information about something that helps us understand more about it. The size of the leaves or color of the flowers on a plant are details. They help us understand what the plant looks like.*

We Do Display the Practice Book selection. *Let's look for details in the picture. When I look at the picture, I see two dogs smiling. That is a detail. It tells me something about how the dogs feel.*

You Do Guide children as they discuss other details in the picture. Prompt them to tell what details they see.

REVIEW KEY DETAILS

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

I Do Remind children that the key details are the important information given in a story. Explain that readers use key details to help them understand the whole story.

We Do Read the first two sentences of the Practice Book passage together. Point out key details in the text and illustration. *We read that Tip and Pip are doing different things. I see by the pictures that Tip and Pip are dogs.* Record these details on a Key Details chart.

You Do Read the next two sentences and say: *What important details did we read?* Add each detail to the chart. Continue reading and having children add details.

SELF-SELECTED READING

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

CCSS With prompting and support, read prose and poetry of appropriate complexity for grade 1. **RL.1.10**

Apply the strategy and skill to read a fiction text

Read Independently

Have children pick a fiction selection for sustained silent reading. Remind them to:

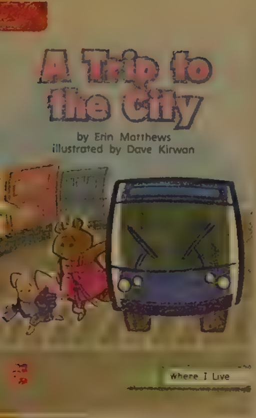
- → identify details that help them understand what is happening.
- → visualize, or picture in their minds, the story events to help them understand the story.

Read Purposefully

Have children record the key details in a Key Details chart. After reading, guide children to participate in a group discussion about the selection they read. Have partners:

- → share their favorite story details and tell if each could or could not happen in real life.
- → describe what they visualized in their minds to understand the details.

On Level



Lexile 30

OBJECTIVES

Ask and answer questions about key details in a text. **RL.1.1**

Use illustrations and details in a story to describe its characters, setting, or events. **RL.1.7**

Visualize story events

Leveled Reader: *A Trip to the City*

Before Reading

Preview and Predict

Have children turn to the title page. Read the title and author name and have children repeat. Preview the selection's illustrations. Prompt children to predict what the selection might be about.

Review Genre: Fantasy

Have children recall that a fantasy is a story that has invented characters, setting, or other elements that could not exist in real life.

ESSENTIAL QUESTION

Remind children of the Essential Question. Set a purpose for reading: *Let's read to find out what the characters see on their trip to the city.*

Remind children that as they read a selection, they can ask questions about what they do not understand or want to know more about.

During Reading

Guided Comprehension

As children whisper read *A Trip to the City,* monitor and provide guidance, correcting blending and modeling the key strategies and skills.

Strategy: Visualize

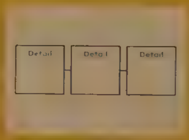
Remind children that as they read they can visualize what they are reading about. Model using the strategy on page 3. *I know Bear and Pig go to the city. I see them getting off a bus. I can close my eyes and picture what I know about cities: crowds and streets with stores and cars. This helps me understand what Bear and Pig see.*

Skill: Key Details

Remind children that as they read a selection, they can use the text and illustrations to identify the key details. While reading, ask: *What are the key details in this story?* Display a Key Details chart for children to copy.

Go Digital

A Trip to the City



Graphic Organizer

Retell

Model recording children's answers in the details boxes. Have children copy the answers into their own charts.

Think Aloud *As I read I will look for key details. On page 2, I read that Bear and Pig will take a trip to the city. That is a key detail. I can find details in the pictures, too. On page 3, I see that they get off the bus near stores in the city. I can write these details in my Key Details chart.*

Guide children to use words and pictures to fill in their charts.

After Reading

Respond to Reading

Complete the Respond to Reading activity on page 12.

Retell

Have children take turns retelling the selection using the **Retelling Cards** as a guide. Help children make a connection by asking: *Have you ever gone on a trip? Where did you go? How did you get there? Have you ever been to the city? Did you like it? Why or why not?*

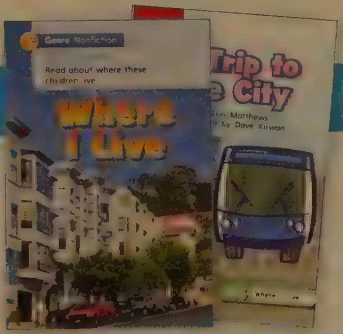
Model Fluency

Read the sentences one at a time. Have children chorally repeat. Point out to children how you emphasize the important words in a sentence.

Apply Have partners practice reading. Provide feedback as needed.

PAIRED READ ...

"Where I Live"



Leveled Reader

Make Connections: Write About It

Analytical Writing

Before reading, ask children to note that the genre of this text is informational text. Then discuss the Compare Texts direction. After reading, ask children how the places they learned about in *A Trip to the City* were the same as the places in "Where I Live." Then have them tell how the places were different.

FOCUS ON SOCIAL STUDIES

Children can extend their knowledge of different places by completing the social studies activity on page 16.

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about different places people live from both selections in the Leveled Reader.

Level Up

Harvest Time
A Trip to the City
Level-up lessons available online.

IF children can read *A Trip to the City* **On Level** with fluency and correctly answer the Respond to Reading questions,

THEN tell children that they will read a story with more details.

- Use pages 4–5 of *Harvest Time* **Beyond Level** to model using Teaching Poster 26 to identify key details.
- Have children read the selection, checking their comprehension by using the graphic organizer.

On Level

Phonics

BUILD WORDS WITH SHORT *i*

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Build and decode words with short *i*

I Do Display **Word-Building Cards** *i, t. These are the letters* i *and* t. *They stand for the sounds /iii/ and /t/. I can use the letters to build a word. I will blend /i/ and /t/: /iiit/. The word is* it.

We Do *Now let's build a new word.* Make the word *it* using Word-Building Cards. Place the letter *p* at the beginning of the word. *Let's blend this word together: /piiit/,* pit. *We made a new word,* pit.

Change the *p* to *b*. *Let's blend and read this word: /b/ /iii/ /t/,* bit. *The new word is* bit.

You Do Have children build and blend the words *lip, lit, hit, miss, fit, fin, win, bin, tin, in, it.*

Repeat using additional words with short *i*.

High-Frequency Words

REVIEW WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review high-frequency words *down, out, up, very*

I Do Use the **Read/Spell/Write** routine to review *down, out, up, very.* Use each word orally in a sentence.

We Do Guide children to Read/Spell/Write each word using their **Response Boards**. Work together to create an oral sentence for each word.

You Do Have partners review the words *down, out, up,* and *very*. Have one partner point to a word and the other use the word in an oral sentence. Partners switch roles and repeat for each word.

Comprehension

REVIEW KEY DETAILS

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

I Do Remind children that when they read a fantasy they can look for important, or key, details in the illustrations and words to help them understand the important events in the story.

We Do Read the first two sentences of the Practice Book selection. Ask questions about important details in the words and illustration. Talk about how children know the answers. *Who are Tip and Pip? How do you know? What will Tip and Pip do? How do you know?*

You Do Guide partners to read the rest of the selection. Have one partner read the story and ask a question about an important detail. The other partner answers and shows where the answer is. Partners switch roles and repeat.

SELF-SELECTED READING

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

CCSS With prompting and support, read prose and poetry of appropriate complexity for grade 1. **RL.1.10**

Apply the strategy and skill to read a text

Read Independently

Have children choose a fiction book for sustained silent reading. Remind them to:

→ identify important details in the words and illustrations.

→ visualize, or picture in their minds, the story events to help them understand the story.

Read Purposefully

Have children record the key details of the story in a Key Details chart. After reading, guide partners to:

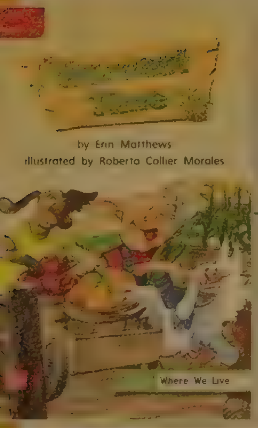
→ share the information they recorded on their Key Details chart.

→ discuss their favorite story details and which details show that the selection is a fantasy.

→ describe what they visualized in their minds to understand the details.

Beyond Level

Leveled Reader: *Harvest Time*



Lexile 330

OBJECTIVES

Ask and answer questions about key details in a text. **RL.1.1**

Visualize story events

Before Reading

Preview and Predict

Read the title and author name. Have children preview the title page and the illustrations. Ask: *What do you think this book will be about?*

Review Genre: Fantasy

Have children recall that a fantasy is a story that has characters, setting, or other elements that could not exist in real life. Prompt: *Name key characteristics of a fantasy. Look for these as you read the leveled reader.*

ESSENTIAL QUESTION

Remind children of the Essential Question: *What is it like where you live?* Set a purpose for reading: *Let's read to find out what happens at harvest time.* Tell children that they can ask questions to understand something better or know more about something.

During Reading

Guided Comprehension

Have children whisper read *Harvest Time*. Have them place self-stick notes next to difficult words. Remind children that when they come to an unfamiliar word, they can look for familiar spellings. They will need to break longer words into smaller chunks and sound out each part.

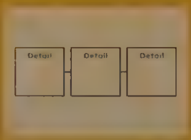
Monitor children's reading. Stop periodically and ask open-ended questions to facilitate rich discussion, such as *What does the author want us to know about harvest time?* Build on children's responses to develop deeper understanding of the text.

Strategy: Visualize

Remind children that they can visualize places and events as they read. Model using the strategy on page 4. *I read that Pig and Goose think the corn is nice and it will sell well at market. I close my eyes and picture what I know about markets. I see baskets full of corn and customers waiting to buy some. This helps me understand why harvest time is important.*

Go Digital

Harvest Time



Graphic Organizer

Skill: Main Idea and Key Details

Remind children that as they read a selection, they should look for key details in the text and illustrations. After reading, ask: *What are the key details in this story?* Display a Key Details chart for children to copy.

Model how to record the details. Have children fill in their charts.

Think Aloud *As I read I look for key details in words and pictures. On page 3 the words tell me that Pig picks corn, Goose picks pumpkins, and Dog picks apples. These are key details. I will write them in my Key Details chart.*

After Reading

Respond to Reading

Complete the Respond to Reading on page 12 after reading.

Retell

Have children take turns retelling the selection. Help children make a personal connection by writing about someone who helped them where they live. *Write about a time when you needed help where you live. Did you need help cleaning or fixing something? Who helped you? How did they help?*

PAIRED READ ...

Genre Nonfiction
Read about where some children live
Where
Harvest Time
Roberto Collier Morales

Leveled Reader

"Where We Live"

Make Connections: Write About It

Analytical Writing

Before reading, ask children to preview the title page and prompt them to identify the genre as informational text. Discuss the Compare Texts direction. After reading, have children work with a partner to discuss what parts in *Harvest Time* are similar to what they learned in "Where We Live." Prompt children to share what they learned about different places to live. *Are any of the places you read about like where you live?*

FOCUS ON SOCIAL STUDIES

Children can extend their knowledge of different places by completing the social studies activity on page 16.

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about living in the country from both selections in the Leveled Reader.

Gifted and Talented

SYNTHESIZE Challenge children to think of what it is like to live on a small farm. Children should write about what jobs people who live on farms must do. Encourage them to tell whether they would like living on a farm.

EXTEND have them use facts they learned from the week or do additional research to find out more about life on a small farm.

Beyond Level

Vocabulary

ORAL VOCABULARY: ANTONYMS

OBJECTIVES

CCSS Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). **L.1.6**

Use antonyms in sentences

I Do Remind children that antonyms are words that have opposite or nearly opposite meanings. Bored *and* excited *have opposite meanings. They are antonyms.* You may want to point out that *interested* and *excited* are synonyms, which children learned last week.

We Do Write the sentence *The rat scurried to its hole.* Read the sentence for children and have them repeat. Say: *When you scurry, you hurry or move quickly. An antonym for scurry is* linger, *or* dawdle. Have children demonstrate scurrying and lingering. Ask them to give oral sentences for why they are scurrying or lingering.

You Do Have partners work together to write a sentences for *scurried* and *lingered.* Write the words on the board for children to copy. Provide support as needed.

Gifted and Talented **Extend** Have children tell a story with a partner. Challenge them to use the antonyms they learned, *bored* and *excited*, and *scurried* and *lingered*, in their stories.

Comprehension

REVIEW KEY DETAILS

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

I Do Remind children that identifying important details in a story helps readers understand what they are reading. Prompt them to talk about why identifying key details can be helpful.

We Do Guide children in reading the first few sentences of the Practice Book selection aloud . Ask questions about the details and how to find the answers. For example, *Who are Tip and Pip?* Point out you can use the illustration to answer.

You Do Have children read the rest of the selection with a partner. Have them take turns asking each other questions about details that they can answer using the words, and other questions they can answer using the illustration.

SELF-SELECTED READING

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

CCSS With prompting and support, read prose and poetry of appropriate complexity for grade 1. **RL.1.10**

Apply the strategy and skill to read a text

Read Independently

Have children choose a fantasy book for sustained silent reading. Tell them that they should complete a Key Details chart to record details as they read the selection. Remind them to visualize what is happening to help them understand the story.

Read Purposefully

Have children record details and conclusions in the Key Details chart. After reading, guide children to:

- → share and compare the details they recorded on their charts with a partner.
- → talk about how the details helped them visualize what happens in the story.

Gifted and Talented **Independent Study** Have children write a paragraph telling what they found most memorable in the stories they read this week. Ask them to create a book poster that illustrates a memorable scene or a favorite or important character.

English Language Learners

Shared Read: *Six Kids*

Reading/Writing Workshop

OBJECTIVES

CSS Ask and answer questions about key details in a text. **RL.1.1**

Visualize story events

Before Reading

Build Background

Read the Essential Question: *What is it like where you live?*

- → Explain the meaning of the Essential Question: *People live in different kinds of places. Some people live in cities. Some live in small towns. Some live in the country. Some live on farms. Think about what it is like where you live.*
- → **Model an answer:** *The kids in this book live in the country on a farm. There are hills and trees. There is a barn where they live and play. We will read about what they do when they go out.*
- → Ask children a question that ties the Essential Question to their own background knowledge: *Turn to a partner and talk about what you see and do where you live. Are there big buildings? Are there parks? What do you do when you go out where you live?* Call on several pairs.

During Reading

Interactive Question-Response

- → Ask questions that help children understand the meaning of the text after each paragraph.
- → Reinforce the meanings of key vocabulary by providing meanings embedded in the questions.
- → Ask children questions that require them to use key vocabulary.
- → Reinforce the comprehension strategies and skills of the week by modeling.

Go Digital

Six Kids

Detail
Detail
Detail

Graphic Organizer

Six Kids

Pages 34–35

Point to the title. *Listen as I read the title, or name of this book.* Point to each word as you say the title. *Now let's say the title of the book together: The title of this book is* Six Kids.

Explain and Model the Strategy Point to the outdoor scene. *I see these kids live on a farm. Say it with me:* farm. *Close your eyes and visualize, or picture in your mind, what a farm looks like.*

What are some things you see on a farm? (animals such as chickens, cows, and pigs; a barn, trees, and fields for planting)

Pages 36–37

Point to the kids on the page. *The kids are going somewhere. Listen as I read these pages.* Point to each word as you read: "Six kids go out. Six kids go up a hill." *Where do the kids go?* (up a hill)

Explain and Model Phonics Point to the sentence on page 37. *I will read this sentence again. Raise your hand when you hear a word that has the /i/ sound.* "Six kids go up a hill." *Now let's say the words with the /i/ sound together:* six, kids, hill.

Explain and Model High-Frequency Words *We read that the kids went up a hill.* Point to *up* on page 37. *This is the word* up. *Let's say it together. Now let's point up.*

Pages 38–39

Point to the illustration on page 38. *What do you think the kids will do up on the hill?* (dig, plant) *Let's read to find out.* Point to and read pages 38–39. *Yes, they did dig.* Have children chorally reread these pages with you.

Explain and Model High-Frequency Words *We read that the kids went down.* Point to *down* on page 39. *This is the word* down. *Let's say it together. Now let's point down.*

Pages 40–41

Look at the kids on these pages. They look like they are having fun where they live.

What are the kids doing? (They are picking berries. They are getting messy.)

Let's read these pages together: "Six kids pick, pick, pick. Six kids are very blue." *Why are the kids blue?* (They picked blueberries.)

Pages 42–43

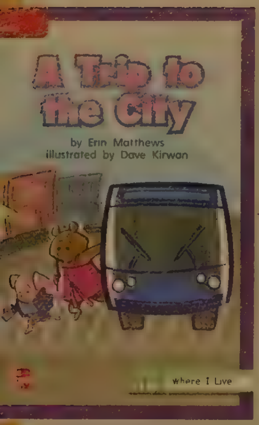
Explain and Model the Skill Read these pages chorally with children. *The words and pictures show us how the kids get clean. They jump in the lake. That is a key detail in this story. What detail did you learn on these pages?* (The kids jumped in the lake; they got clean.)

After Reading

Make Connections

→ Review the Essential Question.

English Language Learners



Lexile BR

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

Visualize story events

Leveled Reader: *A Trip to the City*

Before Reading

Preview

Read the title. Ask: *What is the title? Say it again.* Repeat with the author's name. Preview the illustrations. Have children describe the pictures. Use simple language to tell about each page. Follow with questions, such as: *Are Pig and Bear getting off the bus? What do they see?*

ESSENTIAL QUESTION

Remind children of the Essential Question. Say: *Let's read to find out about a trip to the city.* Encourage children to ask for help when they do not understand a confusing word or phrase.

During Reading

Interactive Question-Response

Pages 2–3 Point to the illustration on page 3. Read the labels to children and have them repeat: *bus, store, street*. Talk with your partner about what Pig and Bear see in the city. (They see a bus and cars. There are stores. They see the street.)

Pages 4–5 Point to the picture on page 4. Where do Bear and Pig look? Let's look up like they do. What do you see when you look up? What did Bear and Pig see when they looked up? Let's read the words together: "We see a hat store."

Point to the illustration on page 5. What does Bear get? (a pink hat) Point to each word in the sentence and have children chorally read it with you.

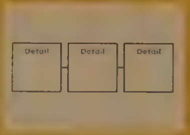
Pages 6–7 Point to page 6. What are Bear and Pig doing? Tell your partner. Let's read the words on this page. "It is a nice hat." What do these words tell you about Bear? (Bear likes the pink hat.)

Point to the illustration on page 7. Where do Bear and Pig look now? Let's look down like they do. What do you see when you look down? What did Bear and Pig see? (a book store)

Pages 8–9 Look at the pictures on pages 8 and 9. Tell your partner what you see that Pig and Bear are doing.

Go Digital

A Trip to the City



Graphic Organizer

Retell

Pages 10–11 Point to and read the labels, then read the sentences. *What do Bear and Pig do after the book store? Let's reread these pages together. Do Bear and Pig have fun in the city? How can you tell?*

After Reading

Respond to Reading

Revisit the Essential Question. Ask children to work with partners to fill in the graphic organizer and answer the questions on page 12. Pair children with peers of varying language abilities.

Retell

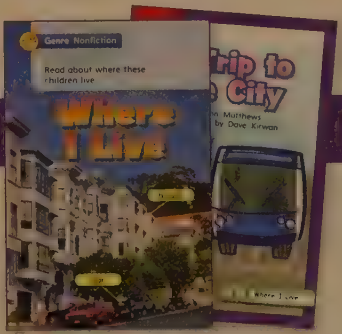
Model retelling using the **Retelling Card** prompts. Then guide children to retell the selection to a partner.

Model Intonation Fluency: Word Stresses

Read the sentences in the book, one at a time. Help children echo-read the pages with appropriate intonation, stressing important words.

Apply Have children practice reading with partners. Pair children with peers of varying language abilities. Provide feedback as needed.

PAIRED READ ...



Leveled Reader

"Where I Live"

Make Connections: Write About It

Analytical Writing

Before reading, ask children to note that this text is informational text. Then discuss Compare Texts. *Let's read about these children to find out what is it like where they live.*

Ask children to make connections between what they learned from *A Trip to the City* and "Where I Live." Prompt children by comparing illustrations in the selections and providing sentence frames: *I see ____ where Bear and Pig live. I see ____ here, too.*

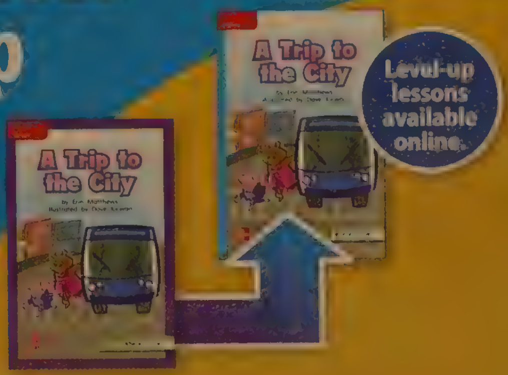
FOCUS ON SOCIAL STUDIES

Children can extend their knowledge of where people live by completing the social studies activity on page 16.

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about different places people from both selections in the Leveled Reader.

Level Up



IF children can read *A Trip to the City* **ELL Level** with fluency and correctly answer the Respond to Reading questions,

THEN tell children that they will read a more detailed selection.

- Use pages 5–9 of *A Trip to the City* **On Level** to model using Teaching Poster 26 to list key details.
- Have children read the selection, checking their comprehension by using the graphic organizer.

English Language Learners

Vocabulary

PRETEACH ORAL VOCABULARY

OBJECTIVES

CCSS Produce complete sentences when appropriate to task and situation. **SL.1.6**

LANGUAGE OBJECTIVE

Preteach oral vocabulary words

I Do Display images from the **Visual Vocabulary Cards** one at a time to preteach the oral vocabulary words *city* and *country* and follow the routine. Say the word and have children repeat it. Define the word in English and provide the example.

We Do Display the image again and explain how it shows the meaning of the word *city*. Model using sentences to describe the image.

You Do Have partners draw a picture to show the word *city*, then say a sentence that describes the picture and uses the word *city*.

Beginning	Intermediate	Advanced/High
Have children look for pictures of city and country scenes in books or magazines and use the words to identify them.	Have children use the words in sentences. Provide sentence starters if needed.	Have partners ask each other questions about the city and country.

PRETEACH ELL VOCABULARY

OBJECTIVES

CCSS Produce complete sentences when appropriate to task and situation. **SL.1.6**

LANGUAGE OBJECTIVE

Preteach ELL vocabulary words

I Do Display images from the Visual Vocabulary Cards one at a time and follow the routine to preteach the ELL Vocabulary words *shopping* and *trip*. Say each word and have children repeat it. Define the word in English.

We Do Display the image again and explain how it illustrates or demonstrates the word. Model using sentences to describe the image.

You Do Display the word again and have children say the word and then spell it. Provide opportunities for children to use the words in speaking and writing. Provide sentence starters.

Beginning	Intermediate	Advanced/High
Have children draw a picture for each word on an index card and write the word on the back.	Model using the words in a sentence. Then have children use the words in a sentence.	Have partners tell each other a story using both words.

High-Frequency Words

REVIEW WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

LANGUAGE OBJECTIVE

Use high-frequency words *down, out, up, very*

I Do Display the **High-Frequency Word Cards** for *down, out, up* and *very*. Read each word. Use the **Read/Spell/Write** routine to teach each word. Have children write the words on their **Response Boards**.

We Do Write each sentence frame one at a time. Track the print as children read and complete the sentences: (1) *She put down the* ____. (2) *He came out of the* ____. (3) *I look up at the* ____. (4) *The dog is very* ____.

You Do Display the High-Frequency Word Cards from last week. Display one card at a time as children chorally read the word. Mix and repeat. Note words children need to review.

Beginning	Intermediate	Advanced/High
Have children act out or demonstrate a word. Have other children point to the card and say the word.	Ask children questions about the words: *What is up high in the classroom?*	Have partners ask each other questions about the words.

RETEACH WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

LANGUAGE OBJECTIVE

Reteach high-frequency words

I Do Display the Visual Vocabulary Cards and say the words aloud. Define each word in English, then in Spanish, if appropriate, identifying any cognates.

We Do Point to the image and explain how it illustrates the word. Have children repeat the word. Engage children in structured partner-talk about the image as prompted on the back of the card. Ask children to chorally say the word three times.

You Do Display each visual in random order, hiding the word. Have children identify and define the word in their own words.

Beginning	Intermediate	Advanced/High
Use a word in a sentence. Have children find the picture and repeat the sentence.	Have children complete sentence frames for the words and illustrate their sentences.	Have children write their own sentences for the words.

English Language Learners

Writing/Spelling

WRITING TRAIT: IDEAS

OBJECTIVES

CCSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

LANGUAGE OBJECTIVE

Use describing details to strengthen writing

I Do Explain that using details helps writers describe their ideas. Write and read these sentences: *I like to go there. I like to go to the sparkling clean lake.* Help children compare them to identify details that help them visualize.

We Do Read the sentence on page 37 of *Six Kids*. Ask children to identify the place. (hill) Explain that the writer named the place and the illustrator used details to help readers visualize. Have children describe the hill.

You Do Have children write a sentence about a place they have been. Remind them to include interesting details to describe the place.

Beginning	Intermediate	Advanced/High
Provide photos from magazines or books to help children think of details to include.	Ask children to orally describe the place. List some of the words they say for them to use in their sentence.	Challenge children to write more than one sentence to describe the place.

WORDS WITH SHORT *i*

OBJECTIVES

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

LANGUAGE OBJECTIVE

Spell words with short *i*

I Do Read aloud the Spelling Words on page T92. Segment the word into sounds and attach a spelling to each sound. Point out the short *i*. Read aloud, segment, and spell the remaining words and have children repeat.

We Do Read the sentence from the Dictation routine on page T92 aloud. Then, read the short *i* word slowly and ask children to repeat it. Have them write the word. Repeat the process for the remaining sentences.

You Do Display the words. Have children work with a partner to check their spelling lists. Have children correct misspelled words on their list.

Beginning	Intermediate	Advanced/High
Help children copy the words with correct spelling and say the word.	After children have corrected their words, have pairs quiz each other.	Challenge children to think of other words that have the short *i* sound.

Grammar

WORD ORDER

OBJECTIVES

CCSS Use end punctuation for sentences. **L.1.2b**

LANGUAGE OBJECTIVE

Identify and use correct word order in sentences

Language Transfers Handbook

TRANSFER SKILLS

Spanish, Cantonese, Korean, Hmong, Vietnamese, Haitian Creole, and Khmer speakers may typically place adjectives after nouns, such as *It is a house big*. Have these children practice describing classroom items. Hold up an item and have them use a describing word first, and then name the item. For example: *red crayon, big book, round ball*.

I Do Review that the words in a sentence follow an order that must make sense. Write the following words and period on index cards: *The, big, school, is*. Say: *I will put these words in order so they make a sentence.* Display the words in order: *The school is big*. Read the sentence aloud. *The words are in correct order. The sentence describes the house and ends with a punctuation mark.*

We Do Write sentences on the board and work with children to rewrite them in order. Remind children to end each sentence with a period. Have children chorally read each completed sentence.

is He small.

can We down go.

Dan play and I.

You Do Write the following sentences on the board.

The red school is. *Sal quick very is.*

Have partners rewrite the words in correct order to create sentences. Remind children to end each sentence with a period. Monitor children as they talk about how to decide on the correct word order.

Beginning	Intermediate	Advanced/High
Provide two words and a period on index cards. Have children arrange them in order. For example: *run, I,* ____.	Write pairs of sentences with words in correct order and incorrect order. Have partners read and choose the correct sentence.	Have partners write sentences with three or more words and check them for correct word order.

PROGRESS MONITORING

Weekly Assessment

TESTED SKILLS

✓COMPREHENSION:

Key Details **RL.1.1**

✓PHONEMIC AWARENESS:

Recognize and Generate Initial Sound Alliteration **RF.1.2c**

Phoneme Categorization (medial sound) **RF.1.2c**

Phoneme Blending **RF.1.2b**

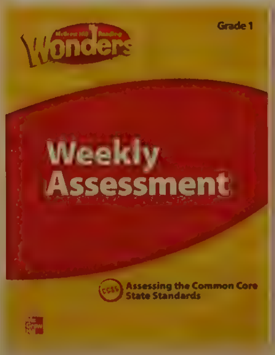
Phoneme Segmentation **RF.1.2d**

✓PHONICS/STRUCTURAL ANALYSIS/HIGH-FREQUENCY WORDS:

Short *i* **RF.1.3b**

Double Final Consonants **RF.1.3b**

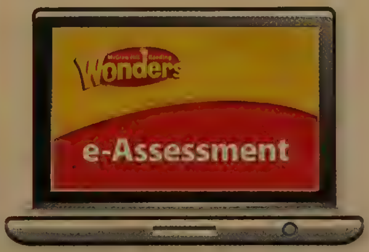
down, out, up, very **RF.1.3g**


Wonders

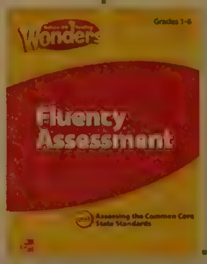
Grade 1

Weekly Assessment

Assessing the Common Core State Standards



FLUENCY


Wonders

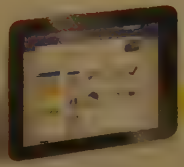
Grades 1-6

Fluency Assessment

Assessing the Common Core State Standards

Conduct group fluency assessments.

Assess fluency for one group of children per week using the **Letter Naming, Phoneme Segmentation,** and **Sight Word Fluency** assessments in ***Reading Wonders Fluency Assessment.***



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Using Assessment Results

TESTED SKILLS	If ...	Then ...
COMPREHENSION	Children answer 0–3 multiple-choice items correctly . . .	. . . assign Lessons 10–12 on Key Details (Fiction) from the ***Tier 2 Comprehension Intervention online PDFs.***
PHONEMIC AWARENESS	Children answer 0–1 multiple-choice items correctly . . .	. . . assign Lessons 18–19 on Alliteration, Lessons 53–54 on Phoneme Categorization: Medial Sounds, Lessons 62–66 on Phoneme Blending, and Lessons 67–71 on Phoneme Segmenting from the ***Tier 2 Phonemic Awareness Intervention online PDFs.***
PHONICS/ STRUCTURAL ANALYSIS/HFW	Children answer 0–5 multiple-choice items correctly . . .	. . . assign Lesson 46 on Short *i* from the ***Tier 2 Phonics/Word Study Intervention online PDFs.***

Response to Intervention

Use children's assessment results to assist you in identifying children who will benefit from focused intervention.

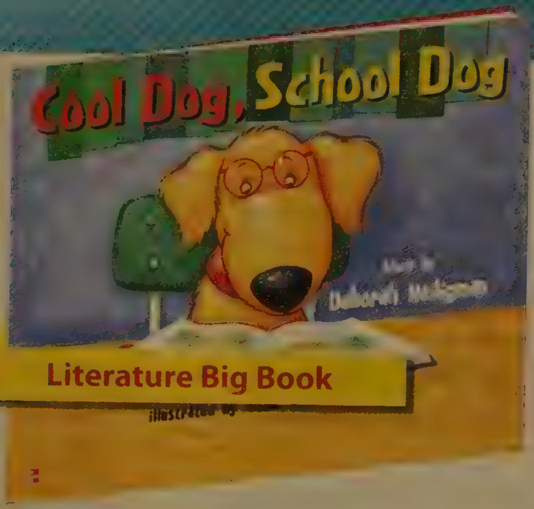
Use the appropriate sections of the ***Placement and Diagnostic Assessment*** to designate children requiring:

TIER 2 **Intervention Online PDFs**

TIER 3 **WonderWorks Intervention Program**

WEEKLY OVERVIEW

TEACH AND MODEL

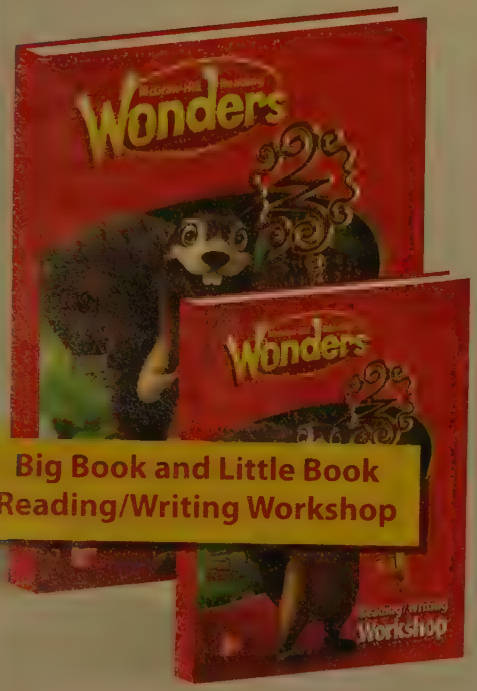

Cool Dog, School Dog
Deborah Heiligman

Literature Big Book

Listening Comprehension

Comprehension Strategy *Visualize* T166–T167

CCSS Genre Fantasy
Essential Question
What makes a pet special?
Read about Cliff's new pet.
Go Digital!
A Pig for Cliff
54
55


Wonders
Wonders
Reading/Writing Workshop

Big Book and Little Book
Reading/Writing Workshop

Close Reading

Shared Reading *A Pig for Cliff,* 54–63

Genre Fantasy

Lexile 210

Words to Know T171

be, come, good, pull

Minilessons

✓ **Tested Skills** CCSS

✓ **Phonics**	*l*-Blends, T172–T173
✓ **Comprehension Skill**	Key Details, T183
✓ **Writing Traits**	Ideas, T192
✓ **Grammar**	Statements, T193

Go Digital

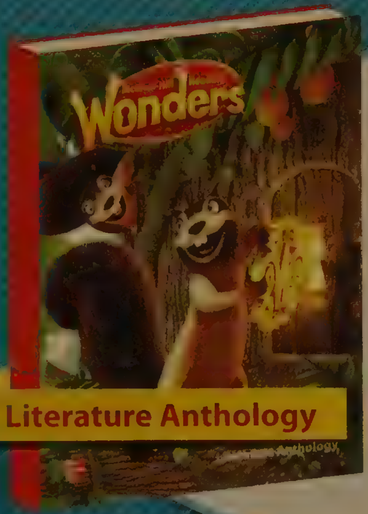
http://connected.mcgraw-hill.com

OUR PETS

Essential Question

What makes a pet special?

APPLY WITH CLOSE READING


Wonders
Literature Anthology

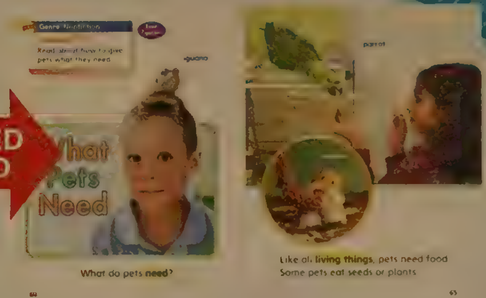
Complex Text

Genre Fantasy

Essential Question
What makes a pet special?
Read about a very unusual pet who goes to school.

FLIP
by Ezra R. Tanaka
Illustrated by
Michael Garland

PAIRED READ


Genre Nonfiction

Read about how to give pets what they need.

iguana

parrot

What Pets Need

What do pets **need**?

Like all **living things**, pets need food. Some pets eat seeds or plants.

Flip, 48–61
Genre Fantasy
Lexile 30

"What Pets Need," 64–67
Genre Nonfiction
Lexile 370

Differentiated Text

Mouse's Moon Party
Pet Show
Polly... Circus Star
Pet Show

Leveled Readers *Including Paired Reads*

APPROACHING	ON LEVEL	BEYOND	ELL
Lexile 120	**Lexile** 200	**Lexile** 280	**Lexile** 20

Extended Complex Text

Raising Dragons
Genre
Fiction
Lexile 670

Raising Dragons
A Splendid Friend, Indeed

Classroom Library

A Splendid Friend, Indeed
Genre
Fiction
Lexile BR

Classroom Library lessons available online.

BR = Epitome of a beginning reader

TEACH AND MANAGE

How You Teach

INTRODUCE

Weekly Concept
Our Pets

Special Friends

Reading/Writing Workshop
28–39

TEACH

Listening Comprehension
Cool Dog, School Dog

Close Reading
A Pig for Cliff

Minilessons
Key Details, Fantasy, *l*-Blends, High-Frequency Words

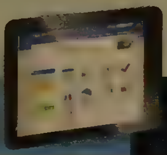
APPLY

Close Reading
Flip
"What Pets Need"

Go Digital

Interactive Whiteboard

Interactive Whiteboard

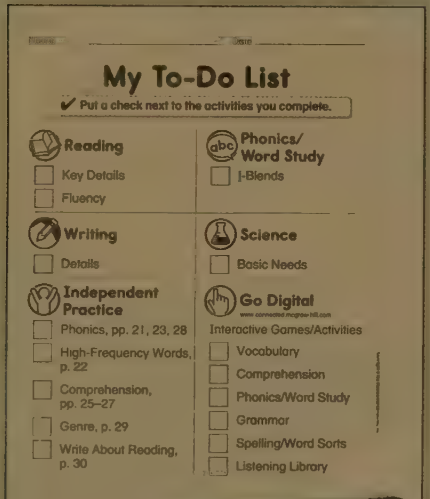


Mobile

How Students Practice

WEEKLY CONTRACT

PDF Online



Name ______ Date ______

My To-Do List

✔ Put a check next to the activities you complete.

Reading
☐ Key Details
☐ Fluency

Phonics/Word Study
☐ l-Blends

Writing
☐ Details

Science
☐ Basic Needs

Independent Practice
☐ Phonics, pp. 21, 23, 28
☐ High-Frequency Words, p. 22
☐ Comprehension, pp. 25–27
☐ Genre, p. 29
☐ Write About Reading, p. 30

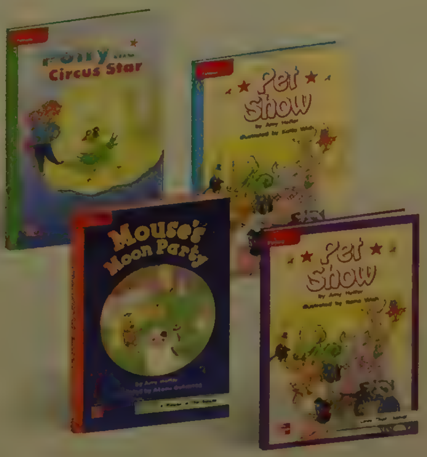
Go Digital
www.connected.mcgraw-hill.com
Interactive Games/Activities
☐ Vocabulary
☐ Comprehension
☐ Phonics/Word Study
☐ Grammar
☐ Spelling/Word Sorts
☐ Listening Library

4 Unit 1 • Week 3 • Our Pets

LEVELED PRACTICE AND ONLINE ACTIVITIES

Your Turn Practice Book
21–30

Leveled Readers



Go Digital

Online To-Do List

Leveled Activities

Mobile

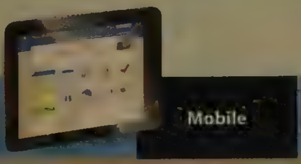
WEEK 3

DIFFERENTIATE

SMALL GROUP INSTRUCTION

Leveled Readers

Mouse's Moon Party
Pet Show

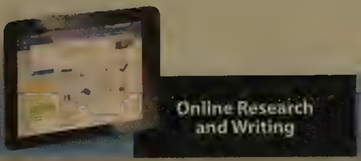


INTEGRATE

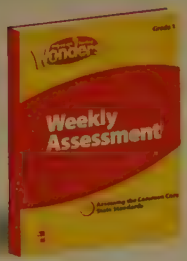
Research and Inquiry
Create a Poster, T200–T201

Text Connections
Our Pets, T202

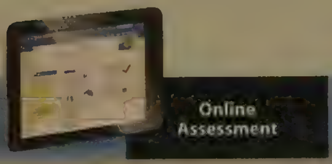
Write About Reading
Analyze Key Details, T203



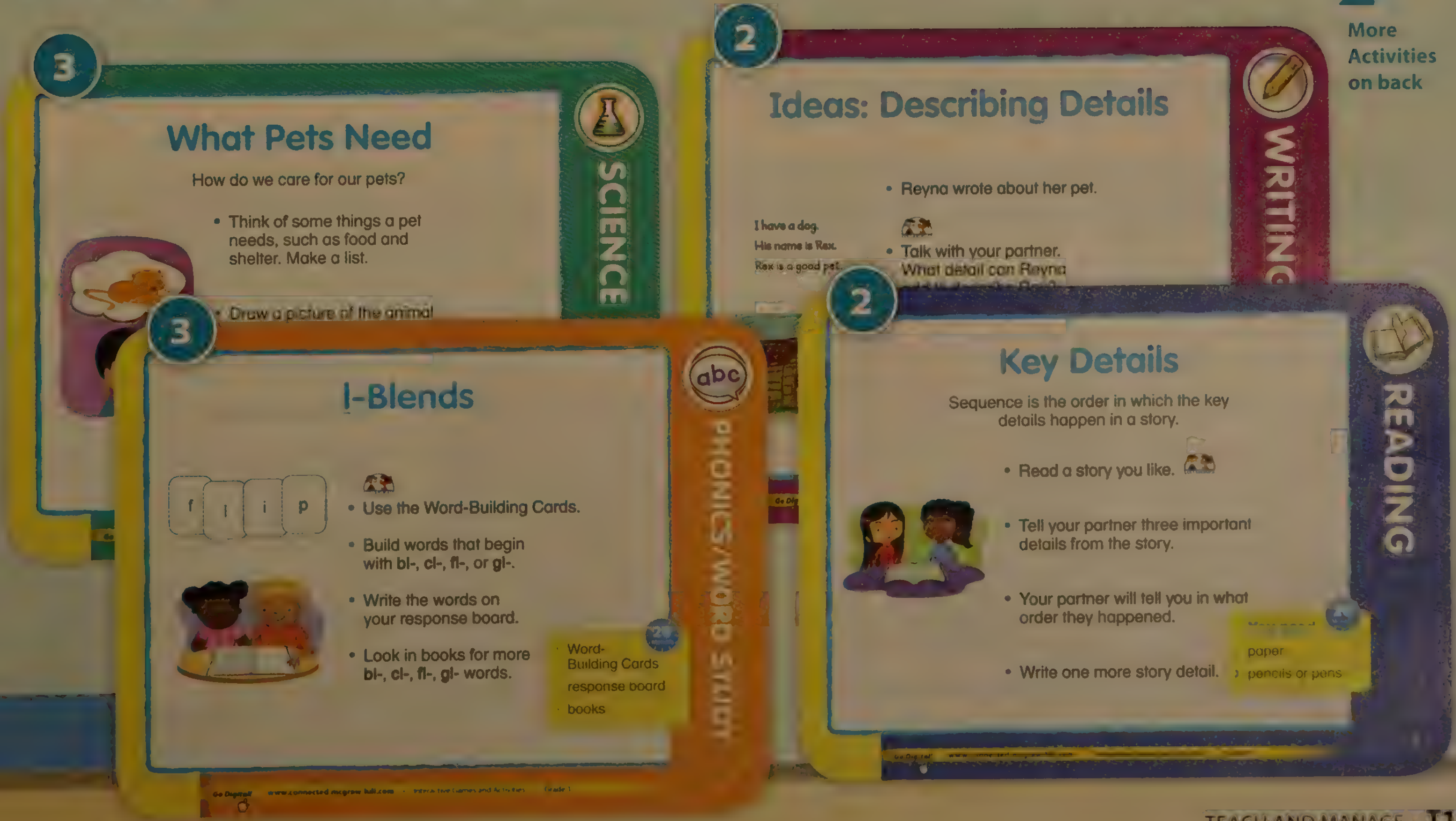
ASSESS



Weekly Assessment
21–30



LEVELED WORKSTATION CARDS



3

SCIENCE

What Pets Need

How do we care for our pets?

- Think of some things a pet needs, such as food and shelter. Make a list.
- Draw a picture of the animal

3

PHONICS/WORD STUDY

l-Blends

- Use the Word-Building Cards.
- Build words that begin with bl-, cl-, fl-, or gl-.
- Write the words on your response board.
- Look in books for more bl-, cl-, fl-, gl- words.

Word-Building Cards
response board
books

2

WRITING

Ideas: Describing Details

- Reyna wrote about her pet.
- Talk with your partner. What detail can Reyna

I have a dog.
His name is Rex.
Rex is a good pet.

2

READING

Key Details

Sequence is the order in which the key details happen in a story.

- Read a story you like.
- Tell your partner three important details from the story.
- Your partner will tell you in what order they happened.
- Write one more story detail.

paper
pencils or pens

More Activities on back

DEVELOPING READERS AND WRITERS

Write About Reading • Analytical Writing

Write to Sources and Research

Note Taking, T191A

Key Details, T191B

Author's Purpose, T191H

Make Connections: Essential Question, T191J

Research and Inquiry, T200

Analyze to Inform/Explain, T203

Comparing Texts, T209, T219, T223, T229

Wonders
Grade 1
Unit 1

Teacher's Edition

Wonders
Your Turn

Key Details, pp. 25–27
Write About Reading, p. 30

Your Turn Practice Book

Mouse's Moon Party
Kelly... Circus Star
Pet Show
Pet Show

Leveled Readers
Comparing Texts

Interactive Whiteboard

Writing Process • Independent Writing

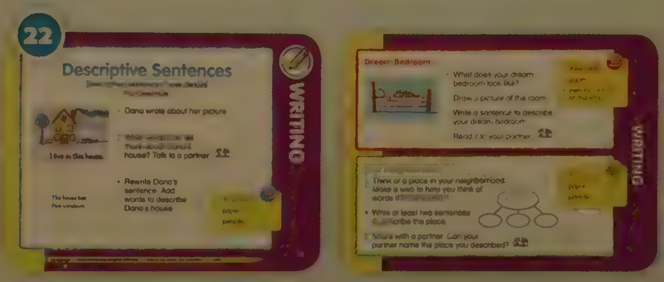
Narrative Text
Descriptive Sentences, T192–T193

Conferencing Routines
Peer Conferences, T198

Interactive Whiteboard

Wonders
Grade 1
Unit 1

Teacher's Edition


22
Descriptive Sentences
WRITING
Dream Bedroom
WRITING

Leveled Workstation Card
Descriptive Sentences, Card 22

Writing Traits • Shared and Interactive Writing

Writing Trait: Ideas
Descriptive Sentences About a Pet, T174

Conferencing Routines
Peer Conferences, T198

Wonders
Grade 1
Unit 1

Teacher's Edition

Wonders
Reading/Writing Workshop

Ideas: Statements, pp. 66–67

Reading/Writing Workshop

2
Ideas: Describing Details
WRITING
WRITING

Leveled Workstation Card
Ideas: Describing Details, Card 2

Interactive Whiteboard

Grammar and Spelling

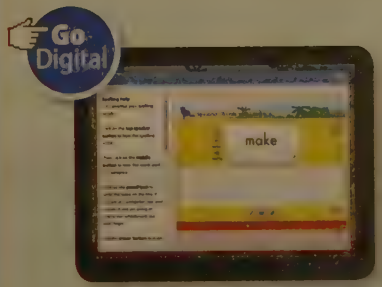
Grammar
Statements, T175

Spelling
Words with *l*-Blends, T170

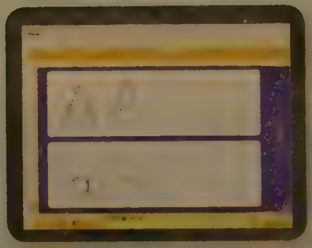
Interactive Whiteboard

Wonders
Grade 1
Unit 1

Teacher's Edition


Go Digital
make

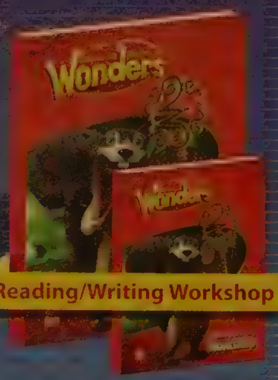
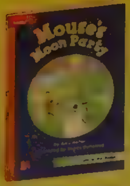
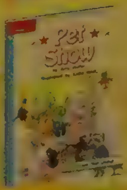
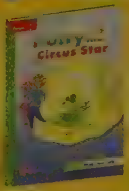
Online Spelling and Grammar Games



Handwriting

SUGGESTED LESSON PLAN

✓ TESTED SKILLS CCSS

		DAY 1	DAY 2
READING			
Whole Group	**Teach, Model, and Apply**  Reading/Writing Workshop	**Build Background** Our Pets, T164–T165 **Oral Vocabulary Words** *care, train,* T164 **Listening Comprehension** **Big Book** *Cool Dog, School Dog,* T166 Strategy: Visualize, T167 **Word Work** T168–T171 Fluency: Sound-Spellings Phonological Awareness: Contrast Vowel Sounds Phonics/Spelling: Introduce *l*-Blends High-Frequency Words: *be, come, good, pull* **Shared Reading** *A Pig for Cliff,* T172–T173 **Practice** Your Turn, p. 21	**Oral Language** Our Pets, T176 **Oral Vocabulary Words** *groom, companion, popular,* T176 **Listening Comprehension** Strategy: Visualize, T177 **Interactive Read-Aloud Cards** "Our Pets," T177 **Word Work** T178–T181 Fluency: Sound-Spellings Phonemic Awareness: Phoneme Blending Phonics/Spelling: Review *l*-Blends Structural Analysis: Plural Nouns (-*s*) High-Frequency Words: *be, come, good, pull* **Shared Reading** *A Pig for Cliff,* T182–T183 ✓**Comprehension** •Genre: Fantasy, T182 •Skill: Key Details, T183 **Practice** Your Turn, pp. 22–24
DIFFERENTIATED INSTRUCTION Choose across the week to meet your children's needs.			
Small Group	**Approaching Level** 	**Leveled Reader** *Mouse's Moon Party,* T208–T209 **Phonological Awareness** Contrast Vowel Sounds, T210 TIER 2 **Phonics** Connect *l*-Blends, T212 TIER 2 **High-Frequency Words** Review, T215	**Leveled Reader** *Mouse's Moon Party,* T208–T209 **Phonological Awareness** Phoneme Blending, T210 TIER 2 **Phonics** Blend Words with *l*-Blends, T212 TIER 2 **High-Frequency Words** Reteach, T215 **Comprehension** Identify Details, T216 TIER 2
	On Level 	**Leveled Reader** *Pet Show,* T218–T219 **Phonics** Build Words with *l*-Blends, T220	**Leveled Reader** *Pet Show,* T218–T219 **High-Frequency Words** Review Words, T220
	Beyond Level 	**Leveled Reader** *Polly the Circus Star,* T222–T223 **Oral Vocabulary** Multiple-Meaning Words, T224	**Leveled Reader** *Polly the Circus Star,* T222–T223 **Oral Vocabulary** Multiple-Meaning Words, T224
	English Language Learners 	**Shared Read** *A Pig for Cliff,* T226–T227 **Phonological Awareness** Contrast Vowel Sounds, T210 **Phonics** Connect *l*-Blends, T212 **Vocabulary** •Preteach Oral Vocabulary, T230	**Leveled Reader** *Pet Show,* T228–T229 **Phonological Awareness** Phoneme Blending, T210 **Phonics** Blend Words with *l*-Blends, T212 **Vocabulary** Preteach ELL Vocabulary, T230
LANGUAGE ARTS			
Whole Group	**Writing** **Grammar**	**Shared Writing** Writing Trait: Ideas, T174 Descriptive Sentences, T174 **Grammar** •Statements, T175 Mechanics: Capitalization and Punctuation, T175	**Interactive Writing** Writing Trait: Ideas, T184 Descriptive Sentences, T184 **Grammar** •Statements, T185 Mechanics: Capitalization and Punctuation, T185

Go Digital

CUSTOMIZE YOUR OWN LESSON PLANS

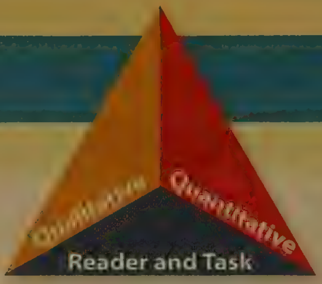
www.connected.mcgraw-hill.com

WEEK 3

	DAY 3	DAY 4	DAY 5 Review and Assess
READING	**Oral Language** Our Pets, T186 **Review Oral Vocabulary** *care, train, groom, companion, popular,* T186 **Listening Comprehension** **Big Book** *Cool Dog, School Dog,* T187 •Strategy: Visualize, T187 •Retelling, T187 •Fluency: Phrasing, T187 **Word Work** T188–T191 Fluency: Sound-Spellings Phonemic Awareness: Phoneme Substitution Phonics/Spelling: Blend Words with *l*-Blends Structural Analysis: Plural Nouns (-*s*) High-Frequency Words: *be, come, good, pull* **Close Reading** *Flip,* T191A–T191J Analytical Writing **Practice** Your Turn, pp. 25–27	**Oral Language** Our Pets, T194 **Comprehension** Text Features: Labels, T195 **Close Reading** "What Pets Need," T195A–T195B **Word Work** T196–T197 Fluency: Sound-Spellings Phonological Awareness: Contrast Vowel Sounds Phonics/Spelling: Build Words with *l*-Blends Structural Analysis: Plural Nouns (-*s*) High-Frequency Words: *be, come, good, pull* **Integrate Ideas** Research and Inquiry, T200–T201 **Practice** Your Turn, pp. 28–29	**Integrate Ideas** •Text Connections, T202 •Write About Reading, T203 Analytical Writing **Word Work** T204–T205 Fluency: Word Automaticity, Phonemic Awareness: Phoneme Blending/ Segmentation Phonics/Spelling: Blend and Build Words with *l*-Blends Structural Analysis: Plural Nouns (-*s*) High-Frequency Words: *be, come, good, pull* **Practice** Your Turn, p. 30
DIFFERENTIATED INSTRUCTION	**Leveled Reader** *Mouse's Moon Party,* T208–T209 **Phonological Awareness** Phoneme Substitution, T211 **Phonics** Build Words with *l*-Blends, T213 **Structural Analysis** Review Plural Nouns (-*s*), T214 **Comprehension** Review Key Details, T217	**Leveled Reader** Paired Read: "A Mouse in the House," T209 Analytical Writing **Phonological Awareness** Phoneme Segmentation, T211 **Phonics** Blend Words with *l*-Blends, T213 **Structural Analysis** Reteach Plural Nouns (-*s*), T214 **Comprehension** Read for Fluency, T216 Tier 2	**Leveled Reader** Literature Circles, T209 **Phonics** Build Fluency with Phonics, T213 **High-Frequency Words** Cumulative Review, T215 **Comprehension** Self-Selected Reading, T217
	Leveled Reader *Pet Show,* T218–T219 **Comprehension** Review Key Details, T221	**Leveled Reader** Paired Read: "Love That Llama!", T219 Analytical Writing	**Leveled Reader** Literature Circles, T219 **Comprehension** Self-Selected Reading, T221
	Leveled Reader *Polly the Circus Star,* T222–T223 **Comprehension** Review Key Details, T225	**Leveled Reader** Paired Read: "Birds That Talk", T223 Analytical Writing	**Leveled Reader** Literature Circles, T223 **Comprehension** Self-Selected Reading, T225
	Leveled Reader *Pet Show,* T228–T229 **Phonological Awareness** Phoneme Substitution, T211 **Phonics** Build Words with *l*-Blends, T213 **Structural Analysis** Review Plural Nouns (-*s*), T214 **High-Frequency Words** Review Words, T231 **Writing** Writing Trait: Ideas, T232	**Leveled Reader** Paired Read: "Love That Llama!", T229 Analytical Writing **Phonological Awareness** Phoneme Segmentation, T211 **Structural Analysis** Reteach Plural Nouns (-*s*), T214 **High-Frequency Words** Reteach Words, T231 **Grammar** Statements, T233	**Leveled Reader** Literature Circles, T229 **Phonics** Blend Words with *l*-Blends, T213 **Spelling** Words with *l*-Blends, T232
LANGUAGE ARTS	**Independent Writing** Writing Trait: Ideas, T192 Descriptive Sentences: Prewrite/Draft, T192–T193 **Grammar** •Statements, T193 Mechanics: Capitalization and Punctuation, T193	**Independent Writing** Writing Trait: Ideas, T198 Descriptive Sentences: Revise/Proofread/Edit, T198–T199 **Grammar** •Statements, T199 Mechanics: Capitalization and Punctuation, T199	**Independent Writing** Descriptive Sentences: Publish and Present, T206 **Grammar** •Statements, T207 Mechanics: Capitalization and Punctuation, T207

DIFFERENTIATE TO ACCELERATE

Scaffold to Access Complex Text



TEXT COMPLEXITY

IF the text complexity of a particular selection is too difficult for children

THEN see the references noted in the chart below for scaffolded instruction to help children Access Complex Text.

Big Book	Reading/Writing Workshop	Literature Anthology	Leveled Readers
Cool Dog, School Dog **Lexile** 450	*A Pig for Cliff* **Lexile** 210	*Flip* **Lexile** 30 "What Pets Need" **Lexile** 370	**Approaching Level** **Lexile** 120 **On Level** **Lexile** 200 **Beyond Level** **Lexile** 280 **ELL** **Lexile** 20
What Makes the Text Complex? • **Sentence Structure**, T187 • **Connections of Ideas**, T187 *See Scaffolded Instruction in Teacher's Edition, T187.*	**What Makes the Text Complex?** **Foundational Skills** • Decoding with *l* blends, T168–T169 • Reading plural nouns, T179 • Identifying high-frequency words, T171 *See Scaffolded Instruction in Teacher's Edition, T168–T169, T171, and T179.*	**What Makes the Text Complex?** **Foundational Skills** • Decoding with *l* blends, T188–T189 • Reading plural nouns, T189 • Identifying high-frequency words, T191	**What Makes the Text Complex?** **Foundational Skills** • Decoding with *l* blends • Reading plural nouns • Identifying high-frequency words *be come good pull* *See Level Up lessons online for Leveled Readers.*
The Introduce the Concept lesson on pages T164–T165 will help determine the reader's knowledge and engagement in the weekly concept. See pages T166–T167, T187, and T200–T203 for questions and tasks for this text.	The Introduce the Concept lesson on pages T164–T165 will help determine the reader's knowledge and engagement in the weekly concept. See pages T172–T173, T182–T183, and T200–T203 for questions and tasks for this text.	The Introduce the Concept lesson on pages T164–T165 will help determine the reader's knowledge and engagement in the weekly concept. See pages T191A–T191J, T195A–T195B, and T200–T203 for questions and tasks for this text.	The Introduce the Concept lesson on pages T164–T165 will help determine the reader's knowledge and engagement in the weekly concept. See pages T208–T209, T218–T219, T222–T223, T228–T229, and T200–T203 for questions and tasks for this text.

Classroom Library Tradebooks: See pages T413–T415 for model lessons.

Monitor and Differentiate

IF you need to differentiate instruction

THEN use the Quick Checks to assess children's needs and select the appropriate small group instruction focus.

Quick Check

Comprehension Strategy Visualize, T167

Comprehension Skill Key Details, T183

Phonics Words with *l*-Blends, T171, T181, T191, T197, T205

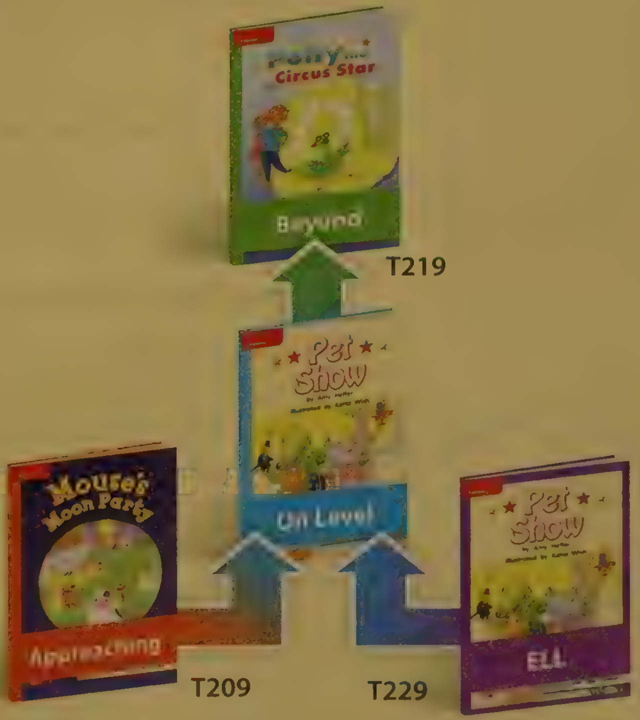
High-Frequency Words T171, T181, T191, T197, T205

If No →	Approaching Level	**Reteach** T208–T217
	ELL	**Develop** T226–T233
If Yes →	On Level	**Review** T218–T221
	Beyond Level	**Extend** T222–T225

Level Up with Leveled Readers

IF children can read their leveled text fluently and answer comprehension questions

THEN work with the next level up to accelerate children's reading with more complex text.



ENGLISH LANGUAGE LEARNERS SCAFFOLD

IF ELL students need additional support **THEN** scaffold instruction using the small group suggestions.

Shared Read	Leveled Reader	Phonemic Awareness	Phonics	Words to Know	Writing	Spelling	Grammar
A Pig for Cliff, T226–T227	*Pet Show,* T228–T229 "Love That Llama!," T229	Contrast Vowel Sounds, T210 Phoneme Blending, T210 Phoneme Substitution, T211 Phoneme Segmentation, T211	Words with *l*-Blends, T212–T213 Structural Analysis, T214	*be, come, good, pull,* T215	Ideas, T232	Words with *l*-Blends, T232	Statements, T233

Note: Include ELL Students in all small groups based on their needs.

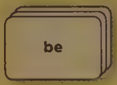
Materials

Reading/Writing Workshop
VOLUME 1

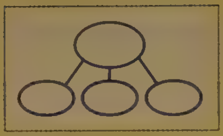
Reading/Writing Workshop Big Book
UNIT 1

Literature Big Book
Cool Dog, School Dog

Visual Vocabulary Cards
care train

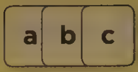


High-Frequency Word Cards
be come good pull



Teaching Poster

Photo Cards



Word-Building Cards

I was able to picture in my mind

Think Aloud Clouds

Introduce the Concept

Build Background

ESSENTIAL QUESTION

What makes a pet special?

Tell children that this week they will be talking and reading about what makes pets special and how to take care of them.

Oral Vocabulary Words

Tell children that you will share some words that they can use as they discuss what makes pets special. Use the Define/Example/Ask routine to introduce the oral vocabulary words **care** and **train**.

Visual Vocabulary Cards

Oral Vocabulary Routine

Define: When you **care** for a pet, you give it the things it needs to stay healthy and happy.

Example: Peg cares for her cat by giving it food and water and playing with it every day.

Ask: How would you care for a pet hamster?

Define: When you **train** a pet, you teach it to do things.

Example: Max wants to train his puppy to come to him when he calls it.

Ask: What are some things people train pets to do?

Discuss the theme of "Our Pets" and explain that some people like to care for animals. Have children name animals that can be pets. *Do you have any pets? How do you take care of your pet?*

Reading/Writing Workshop Big Book

OBJECTIVES

Ask questions to clear up any confusion about the topics and texts under discussion. **SL.1.1c**

- Build background knowledge
- Discuss the Essential Question

ACADEMIC LANGUAGE

- *discuss, question*
- Cognate: *discutir*

Go Digital

Special Friends

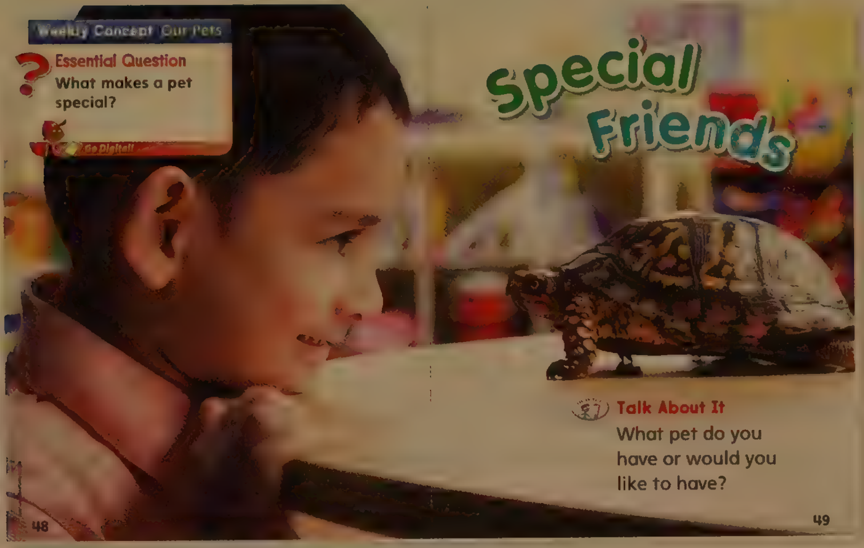
Our Pets

Video

Photos

Visual Glossary

Graphic Organizer



Weekly Concept Our Pets

Essential Question
What makes a pet special?

Go Digital!

Special Friends

Talk About It
What pet do you have or would you like to have?

48

49

READING/WRITING WORKSHOP, pp. 48–49

Talk About It: Our Pets

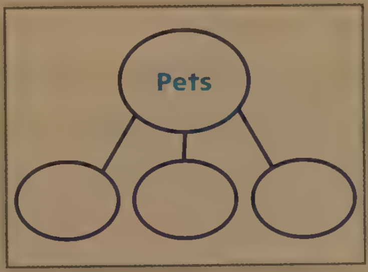
COLLABORATE

Guide children to discuss this special pet.

- Why might a turtle be a special pet?
- Why might this turtle be in the classroom?

Use Teaching Poster 40 and prompt children to supply details to complete the chart.

Children can look at page 49 of their Reading/Writing Workshop and do the Talk About It activity with a partner.



Teaching Poster

Collaborative Conversations

Be Open to All Ideas As children engage in partner, small-group, and whole-group discussions, remind them:

- that everyone's ideas are important and should be heard.
- not to be afraid to ask a question if something is unclear.
- to respect the opinions of others.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Use Visuals Point to the boy. *This boy has a pet. Is it a turtle? What colors do you see? Is the turtle yellow and black?*

Intermediate

Describe Ask children to describe what makes this pet special. *What color is the turtle? Does the boy like the turtle?*

Advanced/Advanced High

Discuss Have children elaborate on pets and the people who care for them. Restate children's responses. *Why is the turtle at school?*

Listening Comprehension

Cool Dog, School Dog
Illustrated by Tim Bowers

Literature Big Book

OBJECTIVES

Demonstrate understanding of the organization and basic features of print. **RF.1.1**

- Reinforce concepts of print
- Develop concept understanding

ACADEMIC LANGUAGE

- *illustrations, events*
- Cognate: *ilustraciones*

MINILESSON 10 Mins

Read the Literature Big Book

Connect to Concept: Our Pets

Tell children that they will now read a story about a pet dog that follows its owner to school. Ask: *Why do you think a dog would follow its owner to school?*

Concepts of Print

Track Print and Return Sweep Model for children how to track print as they read, moving your finger from word to word. Emphasize the return sweep, moving it from the last word in the first line to the first word in the next. See prompts in the Big Book for modeling concepts of print.

Set a Purpose for Reading

- Display the Big Book.
- Read aloud the title and the names of the author and the illustrator.
- Ask children to listen to the Big Book to find out something that makes Tinka a special pet.

Go Digital

Cool Dog, School Dog

I was able to picture in my mind...

Visualize

Strategy: Visualize

① **Explain** Tell children that as you read the Big Book aloud, they can use the words and illustrations to visualize, or create pictures in their minds. This can help them understand the events, or what is happening in the text.

Think Aloud Visualizing the characters and what they are doing can help you better understand the story. As we read, think about the author's words and look at the illustrations. Then close your eyes and create a picture in your mind of what is happening. As we read, change the picture in your mind as the events change so that you can visualize the whole story.

② **Model** As you read, use the Think Aloud Cloud to model applying the strategy.

Think Aloud Remember that visualizing the story details in your mind as you read can help you understand the story. When I read, "Tinka is a groan dog, a moan dog, a hates-to-be-alone dog," I used the words to create a picture in my mind of Tinka sitting by the door, looking sad. I can hear her moaning and groaning. As I read, I will continue to visualize to help myself understand what is happening.

③ **Guided Practice** As you continue to read the Big Book, pause to help children visualize. Guide them in visualizing what Tinka does at school. *Close your eyes and think about what we just read. What do you see?*

Respond to Reading

After reading, prompt children to share why they thought Tinka was a good pet, or not. Discuss what they visualized when they read and how that helped them to understand the text.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Engage Display pages 20 and 21 of the story. *In your mind, can you see a dog making a big mess? Show me how you think the teacher might act.*

Intermediate

Describe Display pages 20 and 21 of the story. Ask children to describe one of the illustrations. *What do you see in your mind? Describe it.* Repeat answers slowly and clearly.

Advanced/Advanced High

Describe Have children look at the illustrations. Then have them describe how the illustrations help them see the pictures they create in their minds more clearly. Elicit details to support their answers.

Monitor and Differentiate

✓ **Quick Check**

Can children apply the strategy visualize?

⇩

Small Group Instruction

If No →	Approaching	Reteach pp. T208–209
	ELL	Develop pp. T226–229
If Yes →	On Level	Review pp. T218–219
	Beyond Level	Extend pp. T222–223

Word Work

Quick Review

Build Fluency: Sound-Spellings Display the **Word-Building Cards:** *bl, cl, fl, gl, pl, I, a, ck, b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y.* Have children say the sounds.

MINILESSON 5 Mins

Phonological Awareness

OBJECTIVES

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

Decode regularly spelled one-syllable words. **RF.1.3b**

Contrast Vowel Sounds

❶ **Model** *Listen as I say a word:* bit. *I hear /i/ in the middle of* bit. *Listen: /b/ /iii/ /t/. Now listen as I say another word:* bite. Bite *has /ī/ in the middle. Listen: /b/ /īīī/ /t/. Listen as I say both words. I'll clap when I hear the /i/ sound in the middle:* bit, bite. Bit *has the /i/ sound so I clapped when I said* bit.

❷ **Guided Practice/Practice** Have children practice contrasting vowel sounds. Guide practice with the first set. *I am going to say some more words. Clap if the word has the /i/ sound in the middle.*

hit, hat	set, sit	back, bake	tub, tube
max, mix	fin, fine	light, lit	cot, coat

MINILESSON 10 Mins

Phonics

Photo Cards

Introduce *l*-Blends

❶ **Model** Display **Photo Card** *cloud* and write the letters *cl*. Teach that when two consonants appear together in a word we often blend the two sounds together. *These are the letters* c *and* l. *I blend both sounds together to get /kl/. Say it with me: /kl/. These are the sounds at the beginning of the word* cloud. *Listen: /kl/ /oud/.* Repeat with these *l*-blends: *bl, fl, gl, pl, sl.*

❷ **Guided Practice/Practice** Have children practice connecting the letters *bl* to the sounds /bl/ by writing the letters. *Now do it with me. Say /bl/ as I write the letters* bl. *This time, write the letters* bl *five times as you say the /bl/ sounds.* Repeat for *cl, fl, gl, pl,* and *sl.*

SKILLS TRACE

-BLENDS

ntroduce Unit 1 Week 3 Day 1

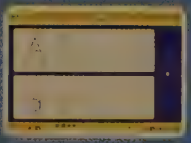
Review Unit 1 Week 3 Days 2, 3, 4, 5

Assess Unit 1 Week 3

Go Digital

Phonological Awareness

Phonics


Handwriting

Blend Words with *l*-Blends

① **Model** Display **Word-Building Cards** *c, l, i, p.* Model how to blend the sounds. *These are the letters* c *and* l. *Together they stand for the sounds /kl/. This is the letter* i. *It stands for /i/. This is the letter* p. *It stands for /p/. Listen as I blend these sounds together: /k/ /l/ /i/ /p/. Say it with me:* clip.

Continue by modeling the words *glass, slick, flat,* and *blab.*

② **Guided Practice/Practice** Display the Day 1 Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: */blaaak/. The word is* black. Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

black	glad	plan	class	flip	slip
clack	slack	cliff	slim	blip	flag
lap	clap	lick	click	clam	slam
glass	kiss	fix	back	plans	claps

Jim sits in class.

The black flag flaps.

The pig flips and flops.

Also online

Day 1 Phonics Practice Activity

Corrective Feedback

Sound Error Model the sounds that children missed, then have them repeat the sounds. Say: *My turn.* Tap under the letters and say: *Sounds? /kl/. What are the sounds?* Return to the beginning of the word. Say: *Let's start over.* Blend with children again.

Daily Handwriting

Throughout the week teach uppercase and lowercase letters *Ll* using the Handwriting models.

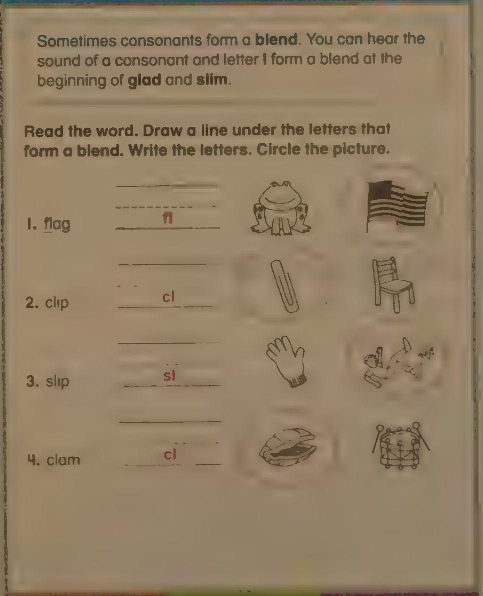
ELL

ENGLISH LANGUAGE LEARNERS

Phonemic Awareness: Minimal Contrasts Focus on articulation. Say each *l*-blend, clearly pronouncing the two sounds. Have children repeat. Then say two similar words with *l*-blends and have children pronounce each one: *black/clack, class/glass, flap/slap, plop/flop, slip/clip.*

Phonics: Variations in Language In many Asian languages, such as Khmer, there is no direct transfer for /l/ or the /l/ sound is only approximate. Emphasize /l/, and show correct mouth position when pronouncing each blend. You can also provide a sequence to help children move into the blend, such as *back* to *black.* Practice with Approaching Level phonics lessons.

ON-LEVEL PRACTICE BOOK p. 21



Sometimes consonants form a **blend**. You can hear the sound of a consonant and letter l form a blend at the beginning of **glad** and **slim**.

Read the word. Draw a line under the letters that form a blend. Write the letters. Circle the picture.

1. flag fl
2. clip cl
3. slip sl
4. clam cl

APPROACHING p. 21 | BEYOND | ELL p. 21

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review last week's high-frequency words: *down, out, up, very.*

MINILESSON 5 MINS

Spelling

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

CCSS Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **L.1.2e**

Words with *l*-Blends

Dictation Use the Spelling Dictation routine to help children transfer their growing knowledge of sound-spellings to writing. Follow the Dictation routine.

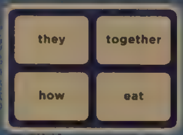
Pretest After dictation, pronounce each spelling word. Read the sentence and pronounce the word again. Ask children to say each word softly, stretching the sounds, before writing it. After the pretest, display the spelling words and write each word as you say the letter names. Have children check their words.

clip	Use a **clip** to hold the papers together.
flip	**Flip** a coin to see who goes first.
slip	Be careful not to **slip**.
flag	Our **flag** has a star to represent each state.
black	Is your book bag red or **black**?
plan	Let's **plan** to go to the park next week.
win	If you get the most points you will **win**.
sit	Please **sit** down in the chair.
be	He wants to **be** first in line.
pull	**Pull** the rope as hard as you can.

For Approaching Level and Beyond Level children, refer to the Differentiated Spelling Lists for modified lists.

Go Digital

Spelling Word Routine



High-Frequency Word Routine

ELL

ENGLISH LANGUAGE LEARNERS

Pantomime Review the meanings of these words by using pictures, pantomime, or gestures when possible. Have children repeat or act out the word.

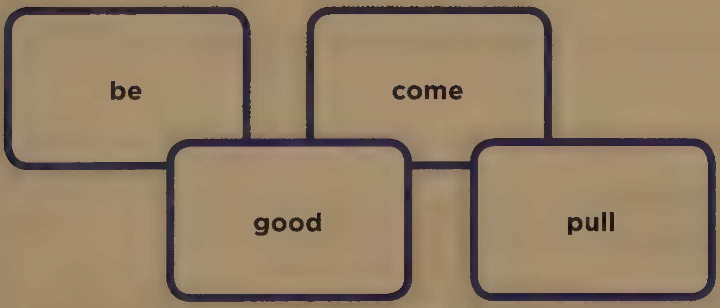
MINILESSON 5 Mins

High-Frequency Words

be, come, good, pull

① **Model** Display the **High-Frequency Word Cards** *be, come, good,* and *pull.* Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *be. This is the word* be. *Say it with me:* be. *There will be ten children at the party.*
- **Spell** *The word be is spelled* b-e. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* b-e.
- Follow the same steps to introduce *come, good,* and *pull.*
- As children spell each word with you, point out the irregularities in sound-spellings, such as the /u/ sound spelled *o_e* in the word *come.*
- COLLABORATE Have partners create sentences using each word.



High-Frequency Word Cards

② **Guided Practice** Have children read the sentences. Prompt them to identify the high-frequency words in connected text and to blend the decodable words.

1. I will **be** back.
2. Can you **come** here?
3. He had a **good** hit.
4. I can **pull** it up.

Monitor and Differentiate

Quick Check

Can children read and decode words with beginning *l*-blends?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T212–215
	ELL	Develop pp. T226–233
If Yes →	On Level	Review pp. T220–221
	Beyond Level	Extend pp. T224–225

Shared Read

Reading/Writing Workshop Big Book and Reading/Writing Workshop

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Understand fantasy genre

ACADEMIC LANGUAGE

- *imaginary, consonant*
- Cognates: *imaginario/a, consonante*

MINILESSON 10 Mins

Read *A Pig for Cliff*

Model Skills and Strategies

Tell children that you will now read a selection called *A Pig for Cliff.* *As we read, look for the words* be, come, good, *and* pull. *Look for words that begin with* bl-, cl-, fl-, gl-, pl-, *and* sl-.

Story Words Display the words *new* and *pet*. Spell the words and model reading them. Tell children that they will be reading the words in the selection.

Guide children in reading *A Pig for Cliff.* Point out the high-frequency words and words that begin with a consonant followed by the letter *l*.

Genre: Fantasy Tell children that *A Pig for Cliff* is a fantasy. Tell children that a fantasy story:

- has events and characters that are imaginary.
- cannot happen in real life.
- often has talking animals.

Connect to Concept

ESSENTIAL QUESTION

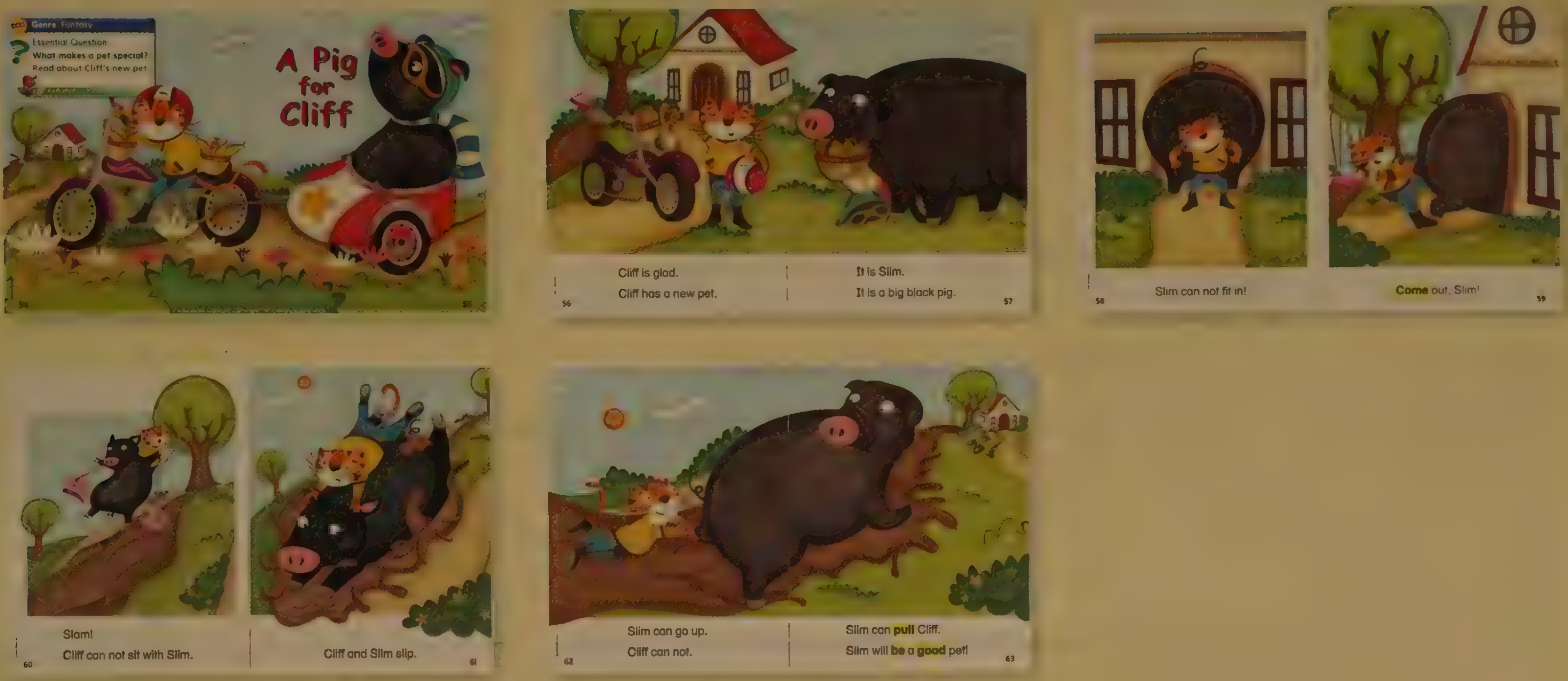
COLLABORATE

Read together the Essential Question on page 54 of the Reading/Writing Workshop. Discuss what makes Slim a special pet. Guide children to connect what they have read to the Essential Question: *What makes a pet special?*

Go Digital

A Pig for Cliff

A Pig for Cliff



Genre Fantasy

Essential Question

What makes a pet special?

Read about Cliff's new pet

A Pig for Cliff

Cliff is glad.
Cliff has a new pet.

It is Slim.
It is a big black pig.

Slim can not fit in!

Come out, Slim!

Slam!
Cliff can not sit with Slim.

Cliff and Slim slip.

Slim can go up.
Cliff can not.

Slim can **pull** Cliff.
Slim will **be** a **good** pet!

READING/WRITING WORKSHOP, pp. 54–63
Lexile 210

Partner Reading

COLLABORATE

Have partners use their Reading/Writing Workshop to review the skills and strategies.

- Remind children that as they reread *A Pig for Cliff* they can better understand the story events by visualizing them.
- Have children use pages 50–51 to review high-frequency words *be, come, good, pull.*
- Have children use pages 52–53 to review that some words begin with a consonant and the letter *l*. Guide them to blend the sounds to read the words.
- Have children reread *A Pig for Cliff* with a partner. Guide them to apply the skills and strategies. Ask children to name features of the selection that tell them that it is a fantasy.

Language Arts

MINILESSON 5 Mins

Shared Writing

OBJECTIVES

CCSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

CCSS Use end punctuation for sentences. **L.1.2b**

ACADEMIC LANGUAGE

- *describe, statement*
- Cognate: *describir*

Writing Trait: Ideas

❶ **Model** Tell children that they will now reread *A Pig for Cliff*, paying attention to describing details that support the author's idea. Explain: *Describing details tell about a person, place, or thing. They help readers form a picture in their minds of the ideas the author is talking about. Describing details tell about shape, color, size, and look.*

❷ **Guided Practice/Practice** Reread *A Pig for Cliff*. Point out that the words and pictures tell things about, or describe, Slim. Ask: *What words does the author use to describe Slim?*

→ Prompt children to understand that the story gives details about Cliff's new pet, Slim.

Descriptive Sentences

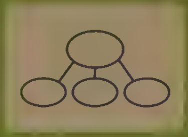
Focus and Plan Tell children that this week they will be writing sentences that tell about a pet. Remind them that a sentence is a group of words that tells a whole idea.

COLLABORATE **Brainstorm** Use the Word Web on Teaching Poster 40 to help children brainstorm ideas for their sentences. Suggest that they brainstorm details about a classroom pet or another pet the children are familiar with. *Let's think of words that describe a pet hamster. What color is it? What size? What kinds of things does our hamster do?* Record children's ideas on the web.

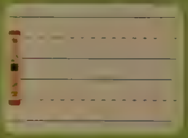
Write Tell children that you will write sentences that describe. Model writing sentences based on the web. Say: *Let's start by writing a sentence that tells what the hamster looks like. Remember that a sentence tells a whole idea and ends with a punctuation mark. Which details on the web tell about the hamster's looks? Let's write them in a sentence:* The hamster has little ears and big brown eyes.

Work together to write descriptive sentences.

Go Digital



Graphic Organizer



Writing

Grammar

MINILESSON 5 Mins

Grammar

Statements

1 Model Tell children that a statement is a sentence that tells something. Display the following sentences:

The cat plays with the ball.

Sam slid down the hill.

Point out that a statement begins with a capital letter and ends with a period.

2 Guided Practice/Practice Display the examples below and read them aloud. Prompt children to chorally reread them with you. Have children work with a partner to identify which examples are statements.

hit it (not a statement)

Six pigs nap in the van. (statement)

Dad zips up the hill. (statement)

COLLABORATE **Talk About It** Have partners work together to orally generate complete statements. Prompt them to talk about pets they have or might like to have.

Mechanics: Capitalization and Punctuation

1 Model Remind children that a statement always begins with a capital letter and ends with a period.

2 Guided Practice Prompt children to correct each sentence.

Jill will fix ham and yams (Jill will fix ham and yams.)

the balls go in the bin (The balls go in the bin.)

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Demonstrate Comprehension Point to the two Model sentences. *Does a statement begin with a capital letter? Point to it.* Restate responses in complete sentences.

Intermediate

Explain Display the two Model sentences. *How does a statement begin? What is at the end of a statement?* Repeat correct answers slowly and clearly.

Advanced/Advanced High

Expand Display the Guided Practice sentences. *Compare the first example with the second. Why is the first sentence not a statement?*

Daily Wrap Up

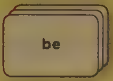
- Review the Essential Question and encourage children to discuss using the new oral vocabulary words. Ask: *What makes pets special?*
- Prompt children to share what skills they learned. *How might they use those skills?*

Materials

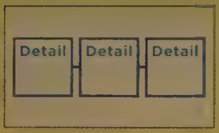
Reading/Writing Workshop
VOLUME 1

Reading/Writing Workshop Big Book
UNIT 1

Visual Vocabulary Cards
care
companion
groom
popular
train

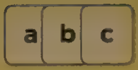


High-Frequency Word Cards
be come good pull



Teaching Poster

Interactive Read-Aloud Cards



Word-Building Cards

Spelling Word Cards

Build the Concept

MINILESSON 5 mins

Oral Language

OBJECTIVES

CCSS Ask questions to clear up any confusion about the topics and texts under discussion. **SL.1.1c**

- Develop oral language
- Discuss the Essential Question

ACADEMIC LANGUAGE

- *facts, information*
- Cognate: *información*

ESSENTIAL QUESTION

COLLABORATE

Remind children that this week you have been talking and reading about pets. Remind them of the little boy and the turtle and what happened when Tinka the dog went to school. Guide children to discuss the Essential Question using information from what they read on Day 1.

Oral Vocabulary Words

Review the oral vocabulary words *care* and *train* from Day 1. Use the Define/Example/Ask routine to introduce the oral vocabulary words *companion, groom,* and *popular*. Prompt children to use the words as they discuss what makes a pet special.

Oral Vocabulary Routine

Define: A **companion** is an animal or person that keeps you company.

Example: Ray and his companion were always playing together.

Ask: Who are some of your closest companions?

Define: When you **groom** an animal, you wash it or brush its fur.

Example: Lisa uses a brush to groom her cat and keep its long fur soft and silky.

Ask: Have you ever groomed a pet? How did you do it?

Define: If something is **popular**, many people enjoy it.

Example: Dogs and cats are very popular as pets.

Ask: What is a movie or book that is popular?

Visual Vocabulary Cards

Go Digital

Visual Glossary

"Our Pets"

Listening Comprehension

Read the Interactive Read Aloud

MINILESSON 5 Mins

Strategy: Visualize

"Our Pets"

Remind children that as they read, they can visualize information from the selection. Model the strategy using the Think Aloud Cloud.

When I read, I can form a picture in my mind of what the text is telling me and the pictures are showing me. That helps me better understand what I am reading. I will read the words and study the illustrations. Then I'll close my eyes and use the details and information to form a picture in my mind of how I could take care of these pets.

Tell children that you will be reading true facts and information about different pets and how to care for them. Display the Interactive Read-Aloud Cards as you read "Our Pets."

- Pause to model using the strategy. Prompt children to visualize details and information from the selection. Guide them to tell how they used the words and illustrations to form a picture in their mind.

Make Connections

COLLABORATE

Guide children to discuss what they learned about pets in the selection. *What makes these pets special?*

ELL

ENGLISH LANGUAGE LEARNERS

Request Assistance Remind children of expressions they can use to request assistance from the teacher or their partners, such as, *Can you show me in the picture?*

(inset) Digital Archive Japan/Alamy; National Geographic Image Collection/Alamy

Word Work

Quick Review

Build Fluency: Sound-Spellings Display the **Word-Building Cards:** *bl, cl, fl, gl, pl, I, a, ck, b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y.* Have children say the sounds. Repeat, and vary the pace.

MINILESSON 5

Phonemic Awareness

OBJECTIVES

CCSS Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **RF.1.2b**

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Read words with inflectional endings. **RF.1.3f**

Phoneme Blending

① **Model** Place markers on the **Response Board** to show children how to orally blend phonemes. *I am going to put one marker in each box as I say a sound. Then I will blend the sounds to form a word. Listen and watch. /sss/* (Place marker in the first box.) */lll/* (Place marker in the second box.) */iii/* (Place marker in the third box.) */p/* (Place marker in the fourth box.) *The word has four sounds: /s/ /l/ /i/ /p/. Listen as I blend the sounds to form the word: /sliiip/. The word is* slip.

② **Guided Practice/Practice** Have children practice blending. Do the first two words together. *Now place a marker for each sound you hear. I will say one sound at a time. Then we will blend the sounds to say the word.*

/l/ /i/ /p/	/f/ /l/ /i/ /p/	/k/ /l/ /i/ /p/
/l/ /a/ /p/	/s/ /l/ /a/ /p/	/k/ /l/ /a/ /p/
/p/ /a/ /n/	/p/ /l/ /a/ /n/	/g/ /l/ /a/ /d/

MINILESSON 5

Phonics

Review *l*-blends

① **Model** Display **Word-Building Cards** *s, l, i, m.* Review the sounds /sl/ spelled *sl* using the word *slim.* Repeat with these *l*-blends: *bl (black), cl (clap), fl (flag), pl (plan),* and *gl (glad).*

② **Guided Practice/Practice** Have children practice connecting the letters and sounds. Point to the Word-Building Cards for *l*-blends. *What are these letters? What sounds do they stand for?*

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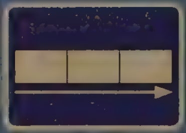
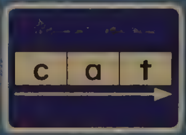


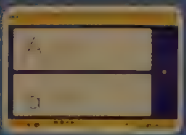
Phonemic Awareness



Phonics

I __ the jar.
fill
fills
filling

Structural Analysis



Handwriting

Blend Words with *l*-blends

① **Model** Display **Word-Building Cards** *c, l, a, p* to form the word *clap*. Model how to generate and blend the sounds to say the word. *These are the letters* c *and* l. *They stand for the sounds /kl/. This is the letter* a. *It stands for /a/. This is the letter* p. *It stands for /p/. Listen as I blend these sounds together: /klaaap/. Say it with me:* clap.

Continue by modeling the words *blip, flip, glass, plan,* and *slit*.

② **Guided Practice/Practice** Repeat the routine with children with *slip, glad, plop, black, clam, flat, slick, class, flag.*

Build Words with *l*-blends

① **Model** Display the Word-Building Cards *c, l, i, p*. Blend: /k/ /l/ /i/ /p/, /kliiip/, *clip*.

- Replace *c* with *f* and repeat with *flip*.
- Replace *f* with *s* and repeat with *slip*.

② **Guided Practice/Practice** Continue with *lip, lap, clap, flap, slap, slam, clam.*

MINILESSON 5 Mins

Structural Analysis

Plural Nouns (-*s*)

① **Model** Write and read aloud *flag* and *flags*. Underline the -*s*. Tell children that we add -*s* to many naming words to say more than one. *The letter -*s *at the end of* flags *means there is more than one flag.*

Say *flag* and *flags* again and have children listen for the /z/ sound at the end of *flags*. Then write and say *cap, caps, pin,* and *pins*. Point out that the letter *s* can stand for /s/ as in *caps*, or /z/ as in *pins*.

② **Guided Practice/Practice** Write the following words on the board: *cat, dad, can, wig, lip, pin*. Have children add -*s* to each word and then use each word in a sentence.

ELL

ENGLISH LANGUAGE LEARNERS

Build Vocabulary Review the meanings of example words that can be explained or demonstrated in a concrete way. For example, ask children to point to the flag and to something black. Model the action for *clap* and *slam*. Say *"I clap my hands." "I slam the door."* Provide sentence starters such as, *I am glad when* ____ for children to complete. Correct grammar and pronunciation as needed.

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review this week's high-frequency words: *be, come, good, pull.*

MINILESSON 5 Mins

Spelling

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

- Spell words with *l*-blends
- Recognize and read high-frequency words

Word Sort with *l*-Blends

① **Model** Display the **Spelling Word Cards** from the Teacher's Resource Book, one at a time. Have children read each word, listening for the beginning *l*-blend.

Use cards for *bl, cl, fl, pl,* and *sl* to create a five-column chart. Say the letters and blend the sounds for each *l*-blend: /bl/, /kl/, /fl/, /pl/, /sl/. Ask children to chorally spell each *l*-blend.

② **Guided Practice/Practice** Have children place each Spelling Word Card in the column with the same *l*-blend.

When completed, have children chorally read the word or words in each column. Then call out a word. Have a child find the word card and point to it as the class chorally spells the word.

ANALYZE ERRORS/ARTICULATION SUPPORT

Use children's pretest errors to analyze spelling problems and provide corrective feedback. For example, some children will leave out the letter *l* in the blend.

Work with children to recognize the difference in sound and spelling in minimal contrast pairs with *l*-blends, such as *cap/clap, sip/slip, fat/flat,* and *back/black.*

Say each word. Have children repeat. Isolate the *l* consonant sound and focus on how the mouth forms that sound. Then have children write the word. Emphasize that when they hear an *l*-blend at the beginning of a word, they use an *l*-blend spelling.

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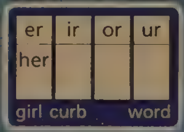
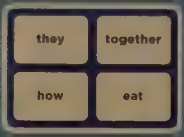


Spelling Word Sort



High-Frequency Word Routine

ELL

ENGLISH LANGUAGE LEARNERS

Provide Clues Practice spelling by helping children generate more words with *l*-blends. Provide clues: *This starts with* gl *and rhymes with* class. Write the word and have children practice reading it. Correct their pronunciation, if needed.

MINILESSON 5 Mins

High-Frequency Words

be, come, good, pull

① Guided Practice Say each word and have children Read/Spell/Write it. Ask children to close their eyes, picture the word in their minds, and write it the way they see it. Display the high-frequency words for children to self-correct.

- Point out irregularities in sound-spellings, such as the /ů/ sound in the word *pull.*

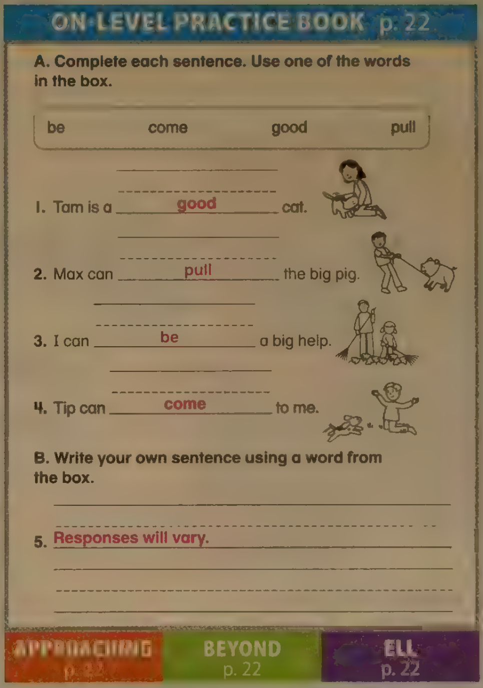
② Practice Add the high-frequency words *be, come, good,* and *pull* to the cumulative word bank.

COLLABORATE

- Have children work with a partner to create sentences using the words.
- Have children look at the words and compare their sounds and spellings to words from previous weeks.
- Suggest that they write about a pet they have or want.

Cumulative Review Review last week's words using the Read/Spell/Write routine.

- Repeat the above routine, mixing the words and having children chorally say each one.



ON-LEVEL PRACTICE BOOK p. 22

A. Complete each sentence. Use one of the words in the box.

be come good pull

1. Tam is a good cat.
2. Max can pull the big pig.
3. I can be a big help.
4. Tip can come to me.

B. Write your own sentence using a word from the box.

5. Responses will vary.

APPROACHING p. 22 | BEYOND p. 22 | ELL p. 22

Monitor and Differentiate

Quick Check

Can children read and decode words with *l*-blends?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T212–215
	ELL	Develop pp. T226–233
If Yes →	On Level	Review pp. T220–221
	Beyond Level	Extend pp. T224–225

Comprehension

CLOSE READING

MINILESSON 10 Mins

Reread *A Pig for Cliff*

Reading/Writing Workshop Big Book and Reading/Writing Workshop

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

Understand fantasy genre

ACADEMIC LANGUAGE

- *fantasy, problem, details, illustrations*
- Cognates: *fantasía, problema, detalles, ilustraciones*

Genre: Fantasy

① **Model** Tell children they will now reread the fantasy story *A Pig for Cliff.* Explain that as they read they will look for information in the text to help them understand the story.

Review the characteristics of a fantasy story:

- has made-up characters, often talking animals
- could not happen in real life
- has a clear beginning, middle, and end

Tell children that like most stories, fantasy stories have a clear beginning, middle, and end. The beginning of the story includes details about who is in the story and where the story happens. The middle of the story and the end of the story have details about what happens.

Display pages 56 and 57 of *A Pig for Cliff.* Say: *This is the beginning of the story. I see a cat and a pig. They are standing outside near a house. The words tell me that the cat's name is Cliff and the pig's name is Slim. Now I know where the story takes place and who the characters are.*

② **Guided Practice/Practice** Display pages 58 and 59 of *A Pig for Cliff.* Remind children that the middle of the story gives details about what happens to the characters. Say: *This is the middle of the story. The words and illustrations will tell details about what happens to Cliff and Slim. What is happening to them on these pages?*

Go Digital

A Pig for Cliff

A Pig for Cliff

A Pig for Cliff

Genre

A Pig for Cliff

Key Details

SKILLS TRACE

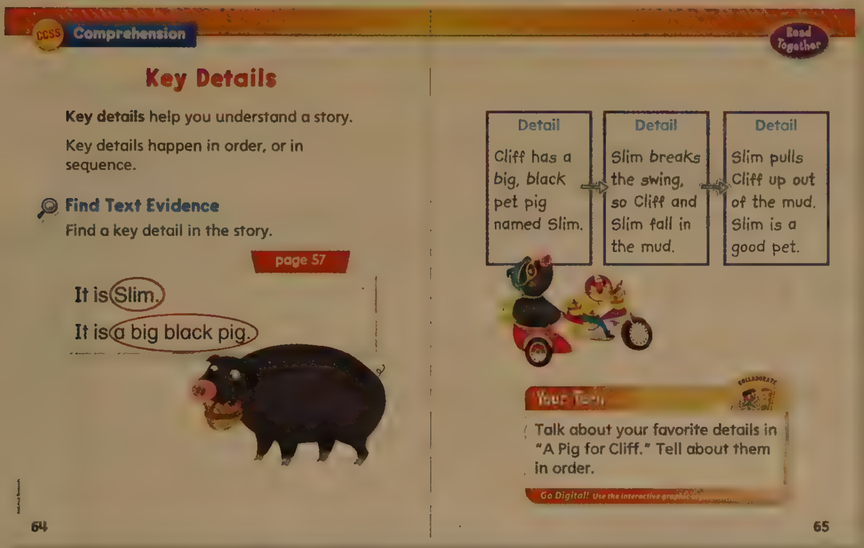
KEY DETAILS

Introduce Unit 1 Week 1

Review Unit 1 Weeks 2, 3, 4, 5; Unit 2 Weeks 1, 2, 3, 4, 5

Assess Unit 1 Weeks 1, 2, 3, 4, 5

Skill: Key Details



CCSS **Comprehension**

Read Together

Key Details

Key details help you understand a story.

Key details happen in order, or in sequence.

Find Text Evidence

Find a key detail in the story.

page 57

It is Slim.

It is a big black pig.

Detail	Detail	Detail
Cliff has a big, black pet pig named Slim.	Slim breaks the swing, so Cliff and Slim fall in the mud.	Slim pulls Cliff up out of the mud. Slim is a good pet.

Your Turn COLLABORATE

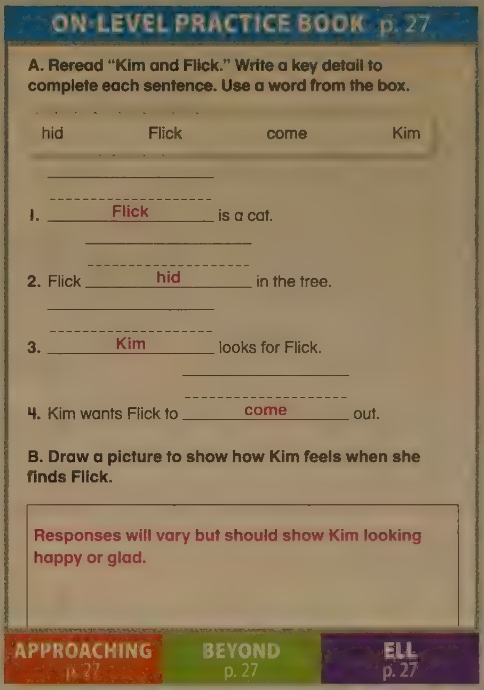
Talk about your favorite details in "A Pig for Cliff." Tell about them in order.

Go Digital! Use the interactive graphic

64

65

Reading/Writing Workshop, pp. 64–65



ON-LEVEL PRACTICE BOOK p. 27

A. Reread "Kim and Flick." Write a key detail to complete each sentence. Use a word from the box.

hid	Flick	come	Kim

1. Flick is a cat.
2. Flick hid in the tree.
3. Kim looks for Flick.
4. Kim wants Flick to come out.

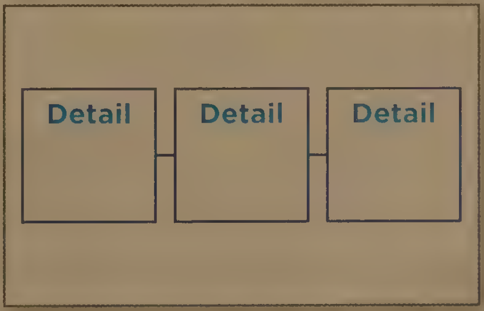
B. Draw a picture to show how Kim feels when she finds Flick.

Responses will vary but should show Kim looking happy or glad.

APPROACHING p. 27 BEYOND p. 27 ELL p. 27

① **Model** Tell children that when they read fantasy stories they can use the text to find the key details. Have children look at pages 64–65 in their Reading/Writing Workshop. Read together the definition of key details. *Key details help you understand a story. Key details happen in order, or in sequence.*

② **Guided Practice/Practice** Read together the Find Text Evidence section and model finding a key detail in *A Pig for Cliff. On page 57 we can find a key detail in the text about Cliff's pet. The text says that Cliff's pet is Slim, and the picture shows that Slim is a big, black pig. This is a key detail. Can you find a key detail about what happens to Cliff and Slim next?*



Teaching Poster

Monitor and Differentiate

Quick Check

Can children identify key details?

Small Group Instruction

If No →	Approaching	Reteach pp. T216–217
	ELL	Develop pp. T226–T233
If Yes →	On Level	Review p. T221
	Beyond Level	Extend p. T225

Language Arts

MINILESSON 5

Interactive Writing

OBJECTIVES

CCSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

CCSS Use end punctuation for sentences. **L.1.2b**

ACADEMIC LANGUAGE

- *sentence, idea*
- Cognate: *idea*

Writing Trait: Ideas

Review Tell children that when writers describe something, they tell more about it. Writers use describing details to help readers make pictures in their minds of what the writer is telling about.

Descriptive Sentences

Discuss Guide children to think of different pets they could describe. Record their ideas. Prompt children to brainstorm one of the topics. Record details on a Word Web using Teaching Poster 40.

Model/Apply Grammar Tell children that they will work together to write sentences about a pet. Remind them to use describing words to give their sentences details and help readers picture the animal.

→ Write the sentence starter:

A ________ *is* ________. *A* ________ *has* ________.
A ________ *can* ________.

Point out that each statement begins with a capital letter and ends with a period. Using an animal from the web, model completing the statements using descriptive words.

Write Collaborate with children to write descriptive sentences about the animal they chose. Work together to write sentences that include describing words. Remind children to listen for the sounds in each word you write together. As children create sentences, share the pen.

Apply Writing Trait Review with children the sentences you wrote together on Day 1. Remind them that using describing words makes their writing more interesting. Discuss with children how the sentences they wrote today tell interesting things about a pet animal.

Go Digital

Graphic Organizer

Writing

I see a fish.

Grammar

MINILESSON 5 Mins

Grammar

Statements

1 Review Remind children that a statement is a sentence that tells something.

- Write the following sentences:

  It has a big fin and gills.

  I pat the cat as it naps.

Read the sentences aloud and have children chorally repeat. Guide children to see that each statement tells something. Have children identify what each sentence is about.

2 Guided Practice Write phrases and complete sentences. Read each sentence or phrase and ask: *Is this a statement? How do you know?*

My school is big. (statement)

The kids (not a statement)

a big flip (not a statement)

Will bit his lip. (statement)

3 Practice Once children identify the statements, have them work with a partner to write a statement about Slim from *A Pig for Cliff*.

COLLABORATE **Talk About It** Have partners work together to orally generate more statements about the story *A Pig for Cliff*. Challenge them to talk about what they liked and didn't like in the story.

Mechanics: Capitalization and Punctuation

1 Review Remind children that a statement begins with a capital letter and ends with a period.

2 Practice Display statements without capitalization and punctuation. Read each aloud. Have children work together to fix the sentences.

a van has a flat (A van has a flat.)

the man can fix it (The man can fix it.)

ELL

ENGLISH LANGUAGE LEARNERS

Explain Ask children to circle the first letter in the sentence and underline the ending punctuation. Have children complete the sentence frame *A statement begins with ____ and ends with ____.*

Punctuate It Display the sentences from the Mechanics Practice activity. Using self-stick notes, have children correct the capitalization and punctuation.

Daily Wrap Up

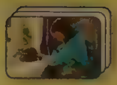
- Discuss the Essential Question and encourage children to use the oral vocabulary words.
- Prompt children to review and discuss the skills they used today. *How do these skills help you?*

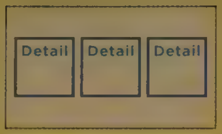
Materials

Reading/Writing Workshop
VOLUME 1

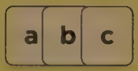
Literature Anthology
VOLUME 1

Literature Big Book
Cool Dog, School Dog


Visual Vocabulary Cards
be
care
come
companion
good
groom
popular
pull
train



Teaching Poster



Word-Building Cards

Spelling Word Cards

Build the Concept

MINILESSON 5 Mins

Oral Language

OBJECTIVES

CCSS Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.2**

CCSS Read grade-level text orally with accuracy, appropriate rate, and expression. **RF.1.4b**

Visualize story events

ACADEMIC LANGUAGE

- *details, comma, period*
- Cognates: *detalles, coma*

ESSENTIAL QUESTION

Remind children that this week you are talking and reading about pets and what makes them special. Remind them of the little boy and the turtle, Tinka, the dog who went to school, Cliff and his pet pig, and what they learned about taking care of different kinds of pets. Guide children to discuss the question using information from what they have read and talked about throughout the week.

Review Oral Vocabulary

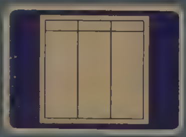
Review the oral vocabulary words *care, train, groom, companion,* and *popular* using the Define/Example/Ask routine. Encourage children to discuss caring for pets when coming up with examples for each word.

Visual Vocabulary Cards

Go Digital

Visual Glossary

Cool Dog, School Dog


Retell

Listening Comprehension

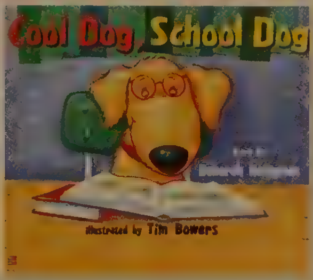
CLOSE READING

MINILESSON 10

Reread Literature Big Book

Strategy: Visualize

Remind children that as they read, they should pay attention to the words and the illustrations. They can use them to help create a picture in their minds of the story events. This can help them understand what is happening in the story. *As we reread* Cool Dog, School Dog, *use text evidence and illustrations to visualize the events of the story.*



Literature Big Book

Read aloud *Cool Dog, School Dog*. Pause to explain what you are visualizing. Prompt children to identify key details in the text and illustrations.

Model Retelling

Pause to retell portions of the selection. *I can put details from the story and illustrations in my own words. So far, I have read that Tinka is a happy dog who plays with a little boy before he goes to school. I can tell from the pictures that Tinka is the family's pet dog and that the boy loves playing with Tinka.*

- → After reading, retell the entire selection, using your own words to tell the important events in the correct order.

Model Fluency

Phrasing Turn to page 27 of *Cool Dog, School Dog*. Point to the commas and the period on the page. Explain that these marks represent pauses that you should take when reading. *When you read, you should pause, or stop for a moment and your voice should fall, when you come to a comma or a period.*

- → Read aloud page 27 with slightly exaggerated phrasing. Have children identify the punctuation marks and then reread the passage chorally. Repeat the reading to give children more practice with natural phrasing and intonation.

ELL

ENGLISH LANGUAGE LEARNERS

Retell Guide children to retell by using a question prompt on each page. *What does Tinka do?* Provide sentence starters for children to complete orally. *Tinka sighs and ____ when she has to say ____ to the boy.*

ACT

Access Complex Text

If the complexity of the text makes it hard for children to read, use the Access Complex Text prompts.

Sentence Structure The untraditional sentences and hyphenated adjectives in the text may cause some children to have difficulty understanding story events.

- → Help children break down the sentences to understand that each part of a sentence describes what Tinka is like.

Connections of Ideas On each page, children must synthesize information from the text and the illustration in order to fully understand what is happening in the story.

- → Have children study the illustrations and describe in their own words what is happening before reading the text.

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *bl, cl, fl, gl, pl, I, a, ck, b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y.* Have children say the sounds.

OBJECTIVES

- CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**
- CCSS Decode regularly spelled one-syllable words. **RF.1.3b**
- CCSS Read words with inflectional endings. **RF.1.3f**

Decode words with *l*-blends

Phonemic Awareness

Phoneme Substitution

① **Model** Show children how to orally substitute initial phonemes. *I am going to say a word:* pig. *I will change the /p/ to /f/ and make a new word. The new word is* fig.

② **Guided Practice/Practice** *Let's do some together. The new word is* fig. *Say it with me:* fig. *We will change the first sound /f/ to /j/. Let's say the new word together:* jig. Continue by telling children the sound to replace in each word.

jig, pig, dig, fig
flit, slit
slip, flip, clip

Phonics

Blend Words with *l*-blends

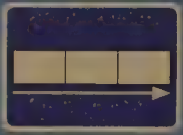
① **Model** Display **Word Building Cards** *g, l, a, d.* Model how to blend the sounds. *This is the letter* g. *This is the letter* l. *Together they stand for the sounds /gl/. This is the letter* a. *It stands for /a/. This is the letter* d. *It stands for /d/. Let's blend all four sounds: /glaaad/. The word is* glad.

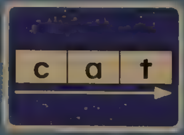
Continue by modeling the words *blip, flag, cliff, plan,* and *slip.*

② **Guided Practice/Practice** Review the words and sentences on the Day 3 Phonics Practice Activity with children. Read each word in the first row, blending the sounds; for example: */k/ /l/ /a/ /s/; /klaaasss/. The word is* class.

Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

Go Digital


Phonemic Awareness



Phonics

I __ the jar.
fill
fills
filling
Structural Analysis

Handwriting

class	flip	plan	black	glad	claps
clip	blab	clam	slim	flat	flag
vans	bags	caps	cats	mats	wigs
cliffs	lips	rags	bins	figs	flags
bad	sack	pick	slick	click	slip

The class is glad.

Miss Black has a plan.

Also online

Day 3 Phonics Practice Activity

MINILESSON 5

Structural Analysis

Plural Nouns (-s)

① **Model** Say the words *clam* and *clams*. Ask children to listen closely to hear what is different. Point out the /z/ sound at the end of *clams*.

Write the word *clam* and *clams*. Underline the letter -*s* at the end of *clams*. Tell children that the letter -*s* at the end of *clams* means that there is more than one clam.

② **Practice/Apply** Help children blend the words *cat, cats, plan, plans, slip, slips, hat, hats, pig, pigs, fan,* and *fans*. Point out that the letter -*s* at the end of a word can stand for /s/ as in *slips*, or /z/ as in *plans*.

Corrective Feedback

Corrective Feedback Say: *My turn.* Model blending the word using the appropriate signaling procedures. Then lead children in blending the sounds. Say: *Do it with me.* You will respond with children to offer support. Then say: *Your turn. Blend.* Have children chorally blend. Return to the beginning of the word. Say: *Let's start over.*

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review this week's high-frequency words: *be, come, good, pull.*

MINILESSON 5

Spelling

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring regular words. **L.1.3d**

Spell words with *l*-blends

Word Sort with *l*-Blends

1. **Model** Display **Word-Building Cards** for *bl, cl, fl, pl,* and *sl* to form five columns in a pocket chart. Blend the *l*-blends with children.

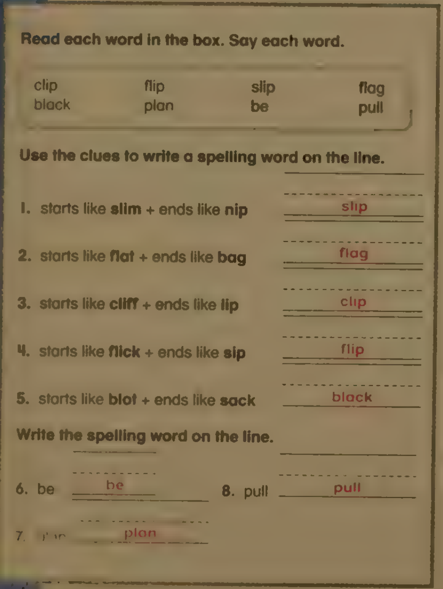
   Hold up the *flip* **Spelling Word Card**. Say and spell it. Pronounce each sound clearly: /f/ /l/ /i/ /p/. Blend the sounds, emphasizing the initial consonant blend. Repeat this step with *flag*. Place both words in the *fl* column. Read and spell each spelling word together with children. Have children read each word. *What do you notice about these spelling words? They begin with the /fl/ sounds spelled* f-l.

2. **Guided Practice/Practice** Have children spell each word. Repeat the process with the other *l*-blends.

   Display the words *win, sit, be,* and *pull* in a separate column. Read and spell the words together with children. Point out that these spelling words do not begin with *l*-blends.

   Conclude by asking children to orally generate additional words that rhyme with each word or start with the same *l*-blend. Write the additional words on the board. Underline the common spelling patterns in the additional words. If necessary, point out the differences and explain why they are unusual.

PHONICS/SPELLING PRACTICE BOOK p. 13



Read each word in the box. Say each word.

clip flip slip flag
black plan be pull

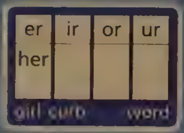
Use the clues to write a spelling word on the line.

1. starts like **slim** + ends like **nip** slip
2. starts like **flat** + ends like **bag** flag
3. starts like **cliff** + ends like **lip** clip
4. starts like **flick** + ends like **sip** flip
5. starts like **blot** + ends like **sack** black

Write the spelling word on the line.

6. be be
7. plan plan
8. pull pull

Go Digital



Spelling Word Sort

Visual Glossary

MINILESSON 5

High-Frequency Words

be, come, good, pull

① **Guided Practice** Say each word and have children Read/Spell/Write it. As children spell each word with you, point out the irregularities in sound-spellings, such as /ů/ sound spelled *oo* in good and *u* in *pull*.

→ Display the **Visual Vocabulary Cards** to review this week's high-frequency words.

Visual Vocabulary Cards

② **Practice** Repeat the activity with last week's words.

Build Fluency: Word Automaticity

Have children read the following sentences together at the same pace. Repeat several times.

We will be good at school.
Come quick!
I can pull the flag up.

Word Bank

Review the current and previous words in the word bank. Discuss with children which words should be removed, or added back, from previous high-frequency word lists. Remind children that the word bank should change as the class needs it to.

Monitor and *Differentiate*

✓ **Quick Check**

Can children read and decode words with *l*-blends?

Can children recognize and read high-frequency words?

↓

Small Group Instruction

If No →	Approaching	Reteach pp. T212–215
	ELL	Develop pp. T226–233
If Yes →	On Level	Review pp. T220–221
	Beyond Level	Extend pp. T224–225

Genre Fantasy

Essential Question

What makes a pet special?

Read about a very unusual pet who goes to school.

Go Digital!

FLIP

by Ezra R. Tanaka

Illustrated by Michael Garland

48

49

Literature Anthology

LITERATURE ANTHOLOGY, pp. 48–49

Develop Comprehension

CLOSE READING

Lexile 30

Read Literature Anthology

Review Genre: Fantasy Review with children the key characteristics of fantasy. It:

- has made-up characters, settings, or events.
- could not happen in real life.
- is a story with a beginning, middle, and end.

Preview and Predict Read the title on page 49. *What might this selection be about? Where do you think it takes place? Let's read to find out.*

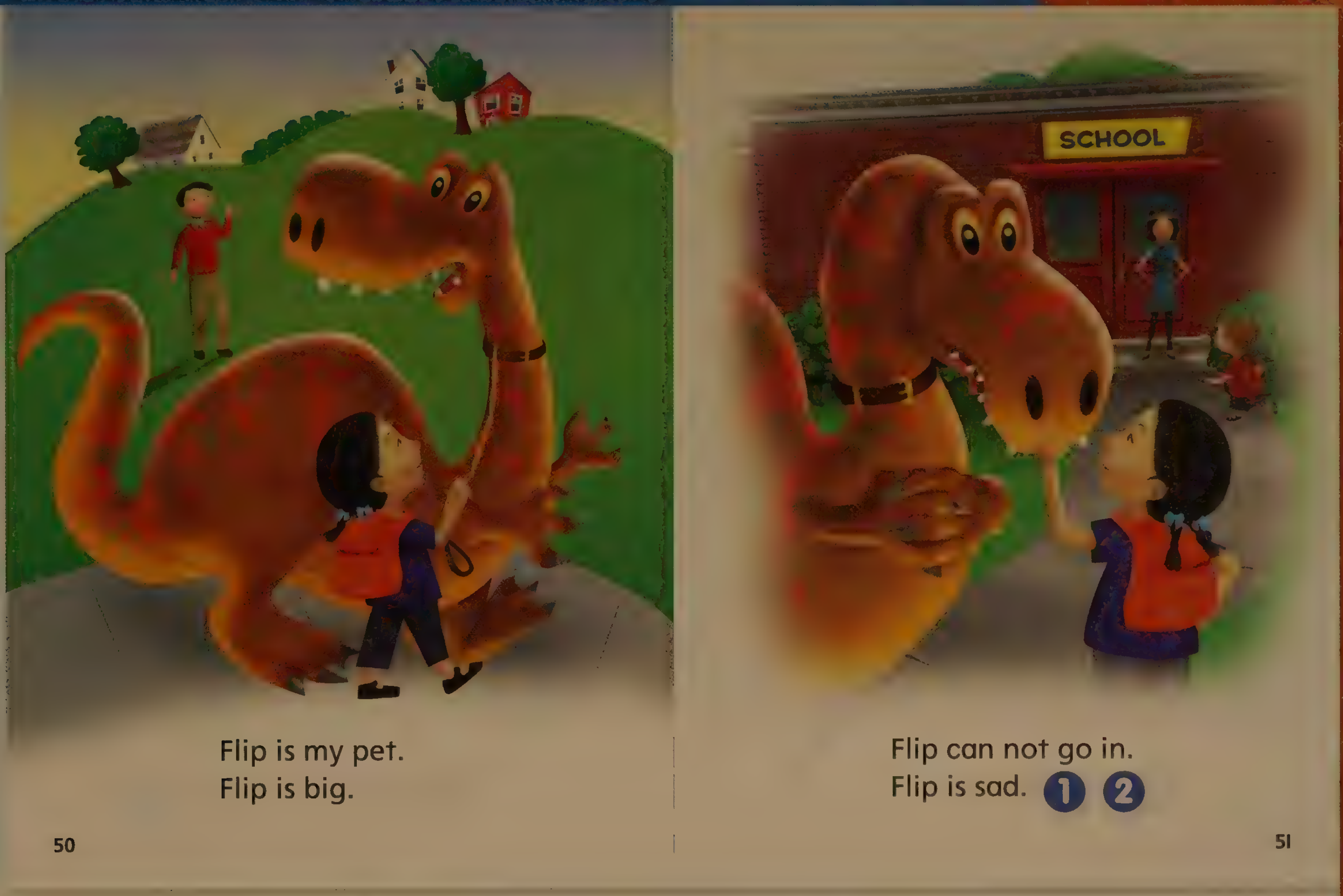
ESSENTIAL QUESTION

Read aloud the Essential Question: *What makes a pet special?* Tell children that as they read they should think about what it would be like to have a very big pet.

Story Word Read and spell the word *pet*. Tell children they will read this word in the story.

Analytical Writing

Note Taking: Graphic Organizer As children read the selection, guide them to fill in the graphic organizer on **Your Turn Practice Book** page 24 as you model recording the key details of each section.



Flip is my pet.
Flip is big.

50

Flip can not go in.
Flip is sad. ❶ ❷

51

LITERATURE ANTHOLOGY, pp. 50–51

❶ Strategy: Visualize

Teacher Think Aloud As I read, I can use the words and pictures to visualize what is happening. On page 51, the author says that Flip cannot go in and that Flip is sad. In the picture, I see the girl patting Flip. I see the teacher waiting by the door of the school. When I close my eyes, I can picture the scene in my mind. I can picture Flip's sad face and the girl patting him on the nose. I can see the grass and bushes and the school. I can see the teacher waiting by the door.

❷ Skill: Key Details

What details have we read? Flip is the girl's pet. Flip is big. This is a key detail.

Detail	Detail	Detail
Flip is a big pet.		

Flip **pulls** me in.

52

Flip and I go to class. ③

53

LITERATURE ANTHOLOGY, pp. 52–53

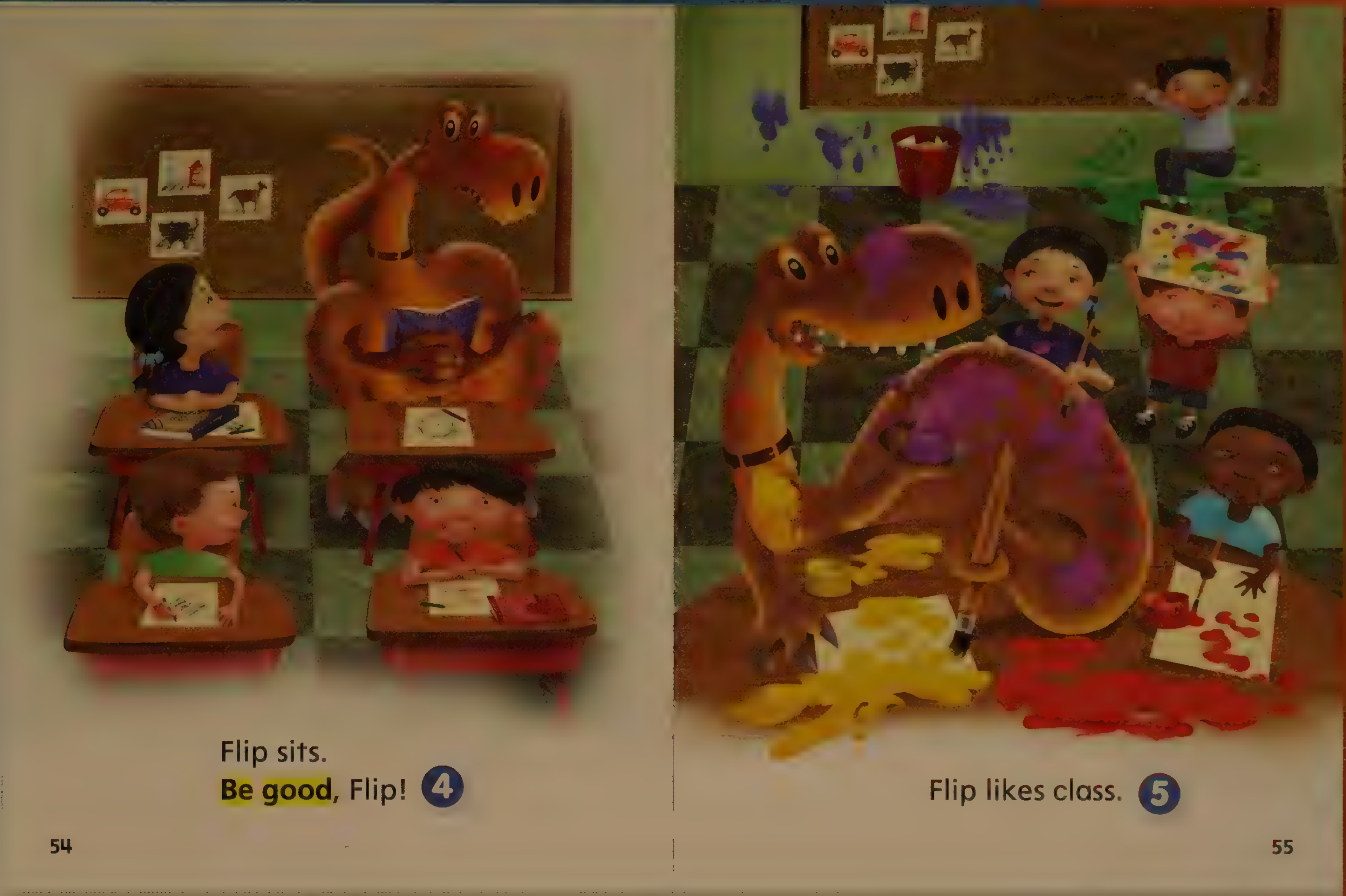
Develop Comprehension

CLOSE READING

③ Skill: Key Details

Think about the words on these pages and look at the pictures. What are some key details? Work with a partner to decide what the most important key detail is. Then we will add it to our chart.

Detail	Detail	Detail
Flip is a big pet.	Flip goes to class.	



Flip sits.
Be good, Flip! ④

54

Flip likes class. ⑤

55

LITERATURE ANTHOLOGY, pp. 54–55

④ Ask and Answer Questions

Teacher Think Aloud I am not sure I understand what is happening, so it's helpful to ask a question, look for details, and try to find the answer. I ask myself if Flip does what the girl tells him to. Let's reread the sentences and look at the pictures. Now I can use the details to answer the question. The answer is no, Flip does not do what the girl tells him to. The girl tells Flip to be good in class, but Flip makes a big mess painting.

⑤ Skill: Key Details

Teacher Think Aloud I want to know what key details are on this page. I will look at the words and pictures. What is a key detail on page 55?

Student Think Aloud In the picture I see that Flip and the children are painting. There is paint on the wall, the floor, and the table. There is paint on Flip. Flip has made a big mess. This is a key detail. We can add it to the chart.

Detail	Detail	Detail
Flip is a big pet.	Flip goes to class.	Flip makes a big mess.

The kids like Flip.

56

⑥ Miss Black is mad.
Sit down, Flip!

57

⑦

LITERATURE ANTHOLOGY, pp. 56–57

Develop Comprehension

CLOSE READING

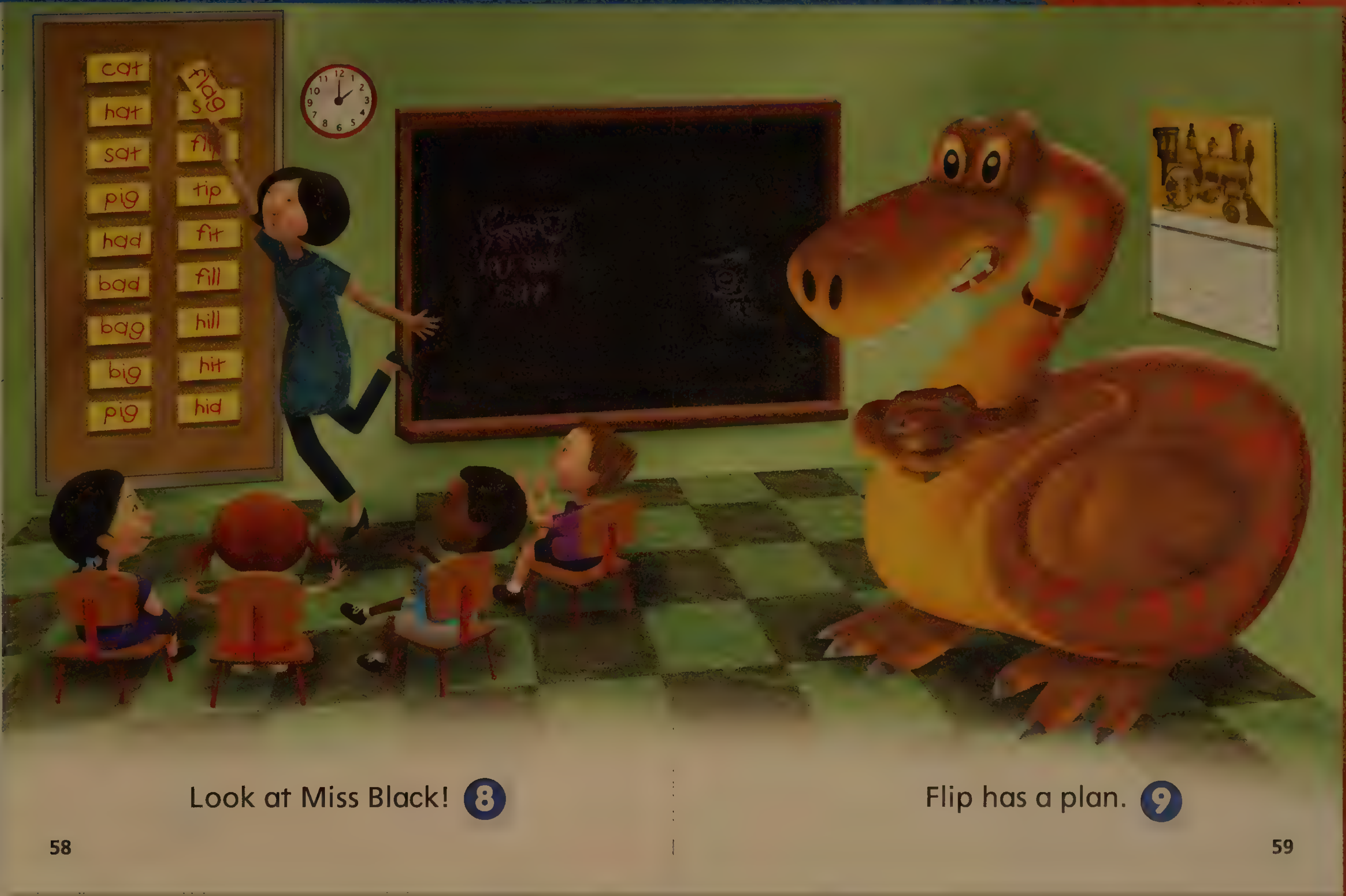
⑥ Author's Craft: Sentence Structure

Authors can use sentence structure and punctuation to tell the reader how a character is feeling and what the character is thinking. The sentence *Sit down, Flip!* tells us that Miss Black wants Flip to sit down. The author used an exclamation mark to tell us how Miss Black feels. How do you think she feels? (She is very upset.)

⑦ Skill: Key Details

Remember, an illustration can help you better understand the text on a page. Look at the words and illustration on page 57. What key detail do we learn from this page? Let's add this key detail to our chart.

Detail	Detail	Detail
Flip goes to class.	Flip makes a big mess.	Miss Black is mad.



Look at Miss Black! ⑧

Flip has a plan. ⑨

58

59

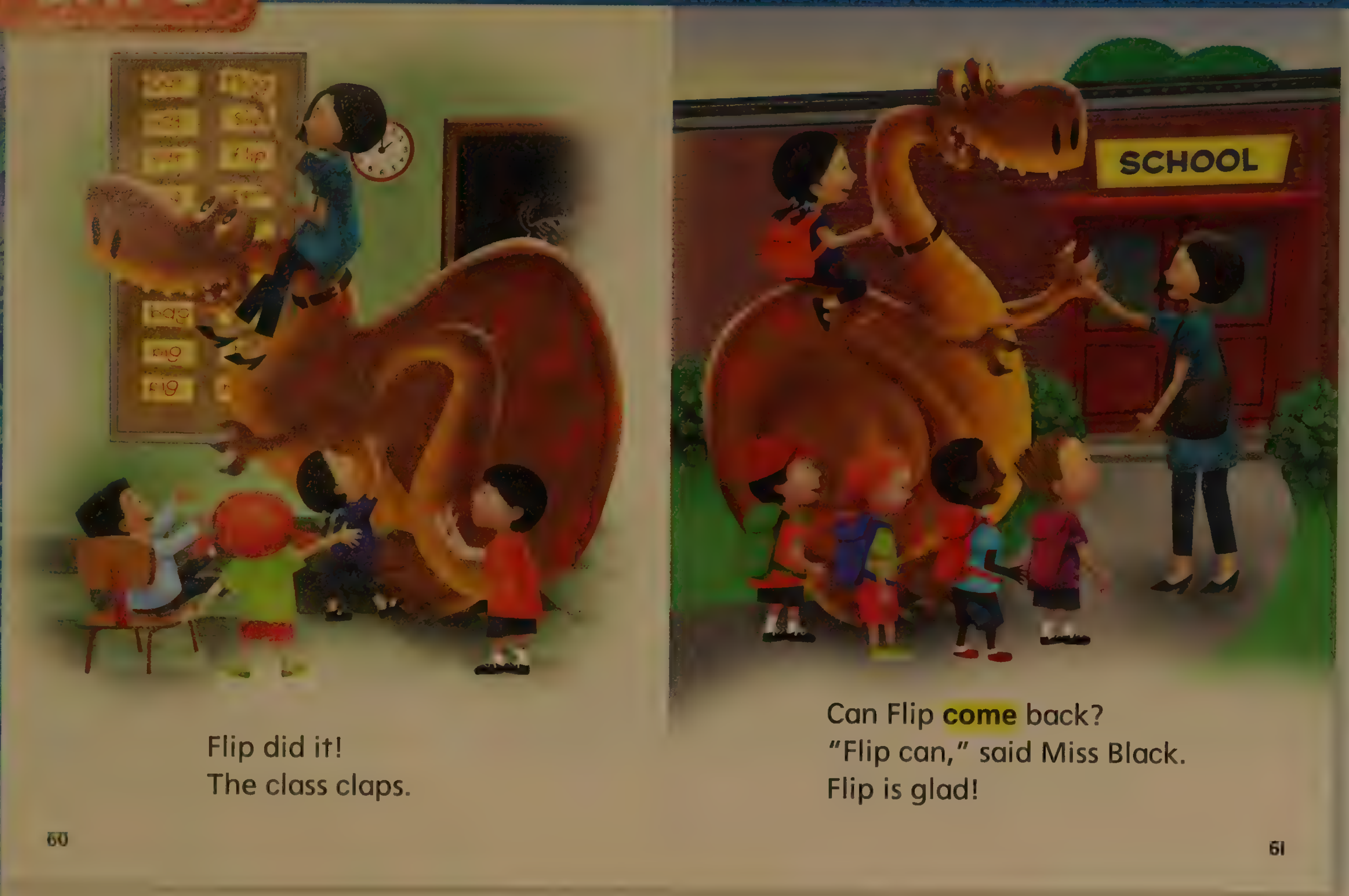
LITERATURE ANTHOLOGY, pp. 58–59

⑧ Strategy: Visualize

Visualizing the story events can help us better understand what is happening. Let's read the words and look at the illustration on these pages. Then close your eyes and picture what is happening in your mind. Turn to your partner and take turns telling what you pictured in your mind when you closed your eyes.

⑨ Retell

Teacher Think Aloud I can make sure I've understood the story so far by retelling what has happened in my own words. The girl takes her pet dinosaur, Flip, to school. When she tells him goodbye, he pulls her inside. He goes to class with her. She tells him to be good, but he makes a big mess! The teacher gets mad. But when Flip sees that Miss Black cannot reach the board, he gets an idea. Now we can continue reading to see what happens next.



Flip did it!
The class claps.

60

Can Flip come back?
"Flip can," said Miss Black.
Flip is glad!

61

LITERATURE ANTHOLOGY, pp. 60–61

Develop Comprehension

CLOSE READING

Skill: Key Details

Discuss key details with children. *What does Flip do on page 60? This is a key detail that we will add to the Key Details chart.* Guide children to complete the Key Details chart. Review the information on the chart together.

Detail	Detail	Detail
Flip makes a big mess.	Miss Black is mad.	Flip helps Miss Black.

Return to Predictions and Purposes

Review children's predictions. Ask children if their predictions about the selection were correct. Guide them to use the evidence in the text to confirm whether their predictions were accurate. Discuss what children learned about this unusual pet by reading the selection. Did children learn what they wanted to by reading the selection?

Read Together

Meet the Illustrator

When **Michael Garland** was a child, he loved drawing characters from movies and books. Some of his favorite movies and books had funny creatures in them. So he drew a lot of dinosaurs just like Flip!

Illustrator's Purpose

Michael Garland likes to draw dinosaurs. Draw a dinosaur. Label your drawing.

62

LITERATURE ANTHOLOGY, p. 62

Meet the Author/Illustrator

Michael Garland

Read aloud page 62 with children. Ask them when Michael Garland first started drawing pictures and where he got some of his ideas for drawing dinosaurs. *Why do you think he wanted to write about a dinosaur that goes to school?*

Author's Purpose

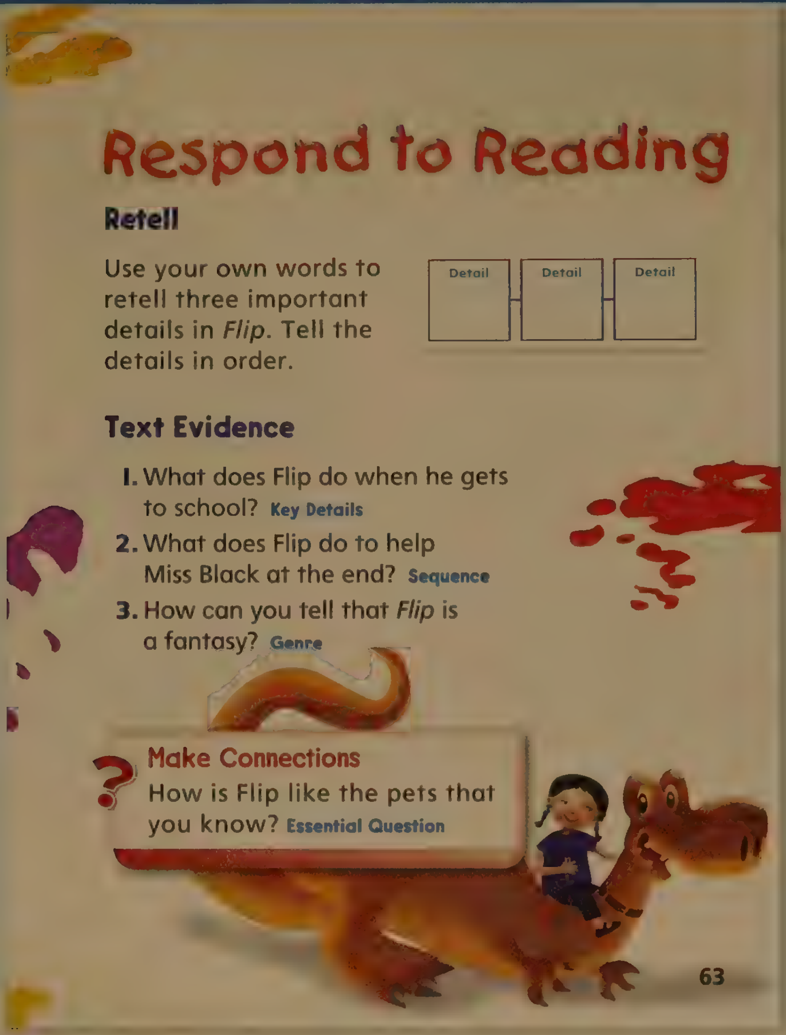
Have children draw a picture of a dinosaur, name it, and write something about their picture in their Response Journals. _____ *is my pet.*

AUTHOR'S CRAFT

Focus on Details

Point out that in this story the author used words and pictures that work together to tell the story.

- Have children tell you what information they get on page 50 from the words and from the pictures. (The words tell us that Flip is a pet, and the picture tells us that Flip is a pet dinosaur.)



Respond to Reading

Retell

Use your own words to retell three important details in *Flip*. Tell the details in order.

Text Evidence

1. What does Flip do when he gets to school? **Key Details**
2. What does Flip do to help Miss Black at the end? **Sequence**
3. How can you tell that *Flip* is a fantasy? **Genre**

Make Connections

How is Flip like the pets that you know? **Essential Question**

63

LITERATURE ANTHOLOGY, p. 63

Respond to Reading

Retelling

Guide children in retelling the selection. Remind them that as they read *Flip*, they paid attention to key details and visualized what was happening in the story. Now they will use that information to retell the selection.

- Have children use the information they recorded on the Key Details chart to help them retell the selection.

Text Evidence

Guide children to use text evidence to answer the Text Evidence questions on Literature Anthology page 63. Model answering the questions as needed.

1. **Key Details** To answer the first question, we need to look at key details in the selection. Let's look back to pages 52–53. The details in the words and illustrations tell us that Flip pulls the girl into the building and that she and Flip go to the girl's class.

2. **Sequence** The question asks how Flip helps Miss Black at the end of the story. Let's look at the end of the story to answer this question. On page 60, the words say that Flip did it and the class claps. This does not tell us how Flip helps Miss Black. But the illustration shows Flip lifting Miss Black up so she can put a card on her wall chart. That is how Flip helps Miss Black.
3. **Genre** This question asks how we know that the selection is fantasy. Remember, a fantasy is a made-up story that could not happen in real life. To answer the question, let's look back at the selection. On each page we see illustrations of Flip and some children at school. Flip is a dinosaur. There are no living dinosaurs in the real world today. A girl cannot bring a dinosaur to school in real life. These are clues that *Flip* is fantasy.

Make Connections

Analytical Writing

COLLABORATE

Essential Question Have children draw a picture of a pet they know. Have them write a caption telling how this pet and Flip are alike. Guide them to share their work with others. Prompt them to discuss what makes the pet in their drawing a special pet.

ELL

ENGLISH LANGUAGE LEARNERS

Retell Help children by looking at each page of the selection and asking a prompt, such as: *What is Flip doing? What are the children doing?* Point to and identify the characters. *How does Miss Black feel?* Provide sentence starters to help children retell the selection, such as: *Miss Black tells Flip to* ____.

SCIENCE

CONNECT TO CONTENT

WHAT PETS NEED

Remind children that this week they have been learning what makes pets special. In this story, they read a fantasy story about a pet dinosaur at school. Point out that pets are living things that need air, water, food, and space to survive. Prompt children to discuss how people can help pets survive.

STEM

Language Arts

Reading/Writing Workshop Big Book

OBJECTIVES

CCSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

CCSS Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.1.2**

ACADEMIC LANGUAGE

- *ideas, details*
- Cognates: *idea, detalles*

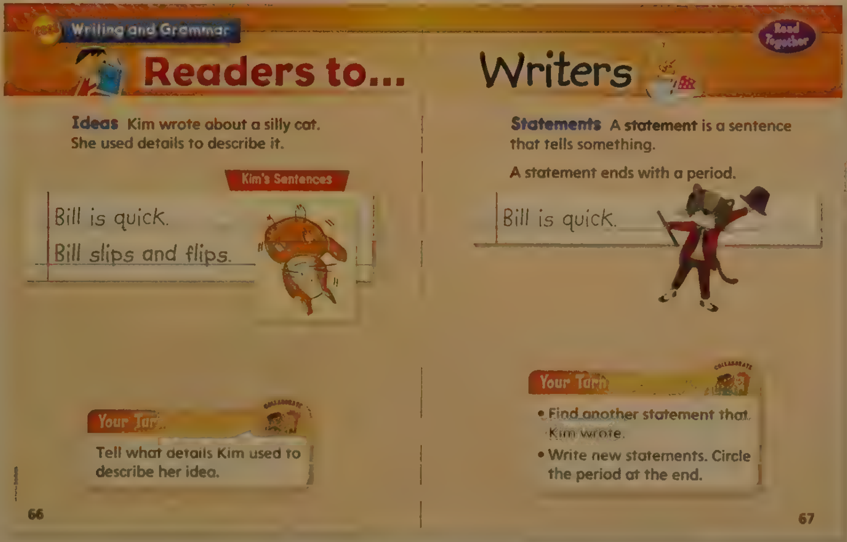
MINILESSON 5 Mins

Independent Writing

Writing Trait: Ideas

❶ **Review** Tell children that today they will work on writing a draft. *Today you will begin writing your own sentences about a pet. Think about the details we used when we wrote about the hamster.*

❷ **Guided Practice** Have children open to page 66 in the Reading/Writing Workshop. Read the student model aloud. Point out how Kim used details to tell about her idea, a silly cat. Guide children to identify the details Kim used.



Writing and Grammar

Readers to... Writers

Read Together

Ideas Kim wrote about a silly cat. She used details to describe it.

Kim's Sentences

Bill is quick.
Bill slips and flips.

Your Turn

Tell what details Kim used to describe her idea.

66

Statements A statement is a sentence that tells something.

A statement ends with a period.

Bill is quick.

Your Turn

- Find another statement that Kim wrote.
- Write new statements. Circle the period at the end.

67

READING/WRITING WORKSHOP, pp. 66–67

Descriptive Sentences

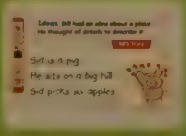
Model Have children look again at Kim's sentences, noting that each sentence tells a whole idea. Have them complete the Your Turn.

Prewrite

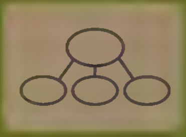
Display the web of ideas from Day 2. Tell children that to begin writing, they must choose one animal. Preview children's choices.

COLLABORATE **Brainstorm** Organize children into pairs based on the pet they have chosen. Guide partners to use a web to organize details.

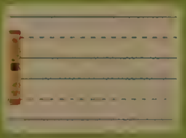
Go Digital



Present the Lesson



Graphic Organizer



Writing

Grammar

Draft

Have children use details from their webs to write sentences. Remind children that a sentence tells a whole idea.

Apply Writing Trait As children write their drafts, remind them to include describing details in each sentence.

Apply Grammar Remind children that statements should tell one idea. Remind them that each statement should begin with a capital letter and end with a period.

As children work, conference with them to provide guidance.

MINILESSON 5

Grammar

Statements

① **Review** Have children look the Readers to Writers page in their Reading/Writing Workshop. Remind them that a statement tells an idea. Have children point to the punctuation at the end of the example statement. Ask: *What punctuation mark goes at the end of a statement?* (a period) *A statement ends with a period.*

② **Guided Practice/Practice** Guide children to find another statement that Kim wrote. Remind children that every statement ends with a period.

Have children write new sentences about a pet. Then have them circle the period in each statement.

COLLABORATE

Talk About It Have partners work together to orally generate more statements about Kim's silly cat. Challenge them to alternate saying statements.

Mechanics: Capitalization and Punctuation

① **Review** Remind children that a statement begins with a capital letter and ends with a period.

② **Practice** Display the sentences. Read each aloud. Then have children fix the sentences.

bill will tap and tap (Bill will tap and tap.)

he sees the big cat (He sees the big cat.)

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Describe Provide sentence frames for children to complete. *Does your pet have one leg or two? Can your pet bark?* Elaborate on children's responses. Write the word(s) and have children copy and repeat the sentences.

Intermeditate

Explain Encourage children to talk about the pet they chose. Provide sentence frames and suggest words as needed. Ask children to repeat their sentences. Correct grammar and pronunciation as needed.

Advanced/Advanced High

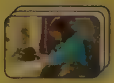
Expand After children complete their sentences, ask: *How does a statement begin? How did you end each statement?* Repeat children's responses, correcting for grammar and pronunciation.

Daily Wrap Up

- Review the Essential Question and encourage children to discuss using the oral vocabulary words. Ask: *What did you learn about pets today?*
- Prompt children to review and discuss the skills they used today. Guide them to give examples of how they used each skill.

Materials

Literature Anthology
VOLUME 1

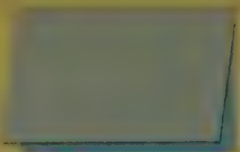

Visual Vocabulary Cards

be	groom
care	popular
come	pull
companion	train
good	

Teaching Poster

a b c
Word-Building Cards

clip
Spelling Word Cards


Dinah Zike's Foldable®

Extend the Concept

MINILESSON 5

Oral Language

OBJECTIVES

CCSS Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **RI.2.5**

Research information using technology

ACADEMIC LANGUAGE

- *nonfiction, illustrations, label*
- Cognates: *no ficción, ilustraciones*

ESSENTIAL QUESTION

Remind children that this week they have been learning about pets and what makes them special. Guide children to discuss the question using information from what they have read and discussed.

Use the Visual Vocabulary Cards and the Define/Example/Ask routine to review the oral vocabulary words *care, train, companion, groom,* and *popular.*

Guide children to use each word as they talk about what they have read and learned about what makes pets special. Prompt children by asking questions.

- How might you care for a pet pig?
- What is a very popular pet?
- Which pet would you like as a companion?
- What special tools might you need to care for a pet dinosaur?
- What could you train a pet dinosaur to do?

Review last week's oral vocabulary words *city, country, bored, feast,* and *scurried.*

Go Digital

Visual Glossary

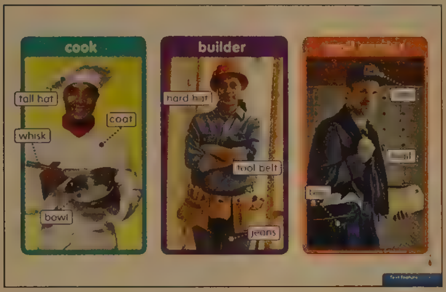
Teaching Poster

"What Pets Need"

Develop Comprehension

Text Feature: Labels

① **Explain** Tell children that they can use informational selections to find facts and details. Remind them that they have learned that the photographs and illustrations in informational text include important details. Explain that these illustrations and photographs often have labels—words or phrases that name the things in them.



Teaching Poster

② **Model** Display Teaching Poster 17. Point to the labels on the cook. *The labels help us understand what the photograph shows.* Point to the cook's hat and apron while you read the labels *tall hat* and *apron. These labels tell us what the cook wears when he works. He wears a hat and an apron.* Point to the whisk as you read the label *whisk. This label tells us what this is. It is a whisk.*

③ **Guided Practice/Practice** Read together the labels on the second photograph. Guide children to tell what the labels identify. *What parts of the picture do the labels name? What information do you learn from the labels?* Repeat for the third photograph. Tell children to look for labels in the selection.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Use Sentence Frames Use sentence frames to help children discuss the labels on the poster. For example: *This label tells us ____. This is a ____.*

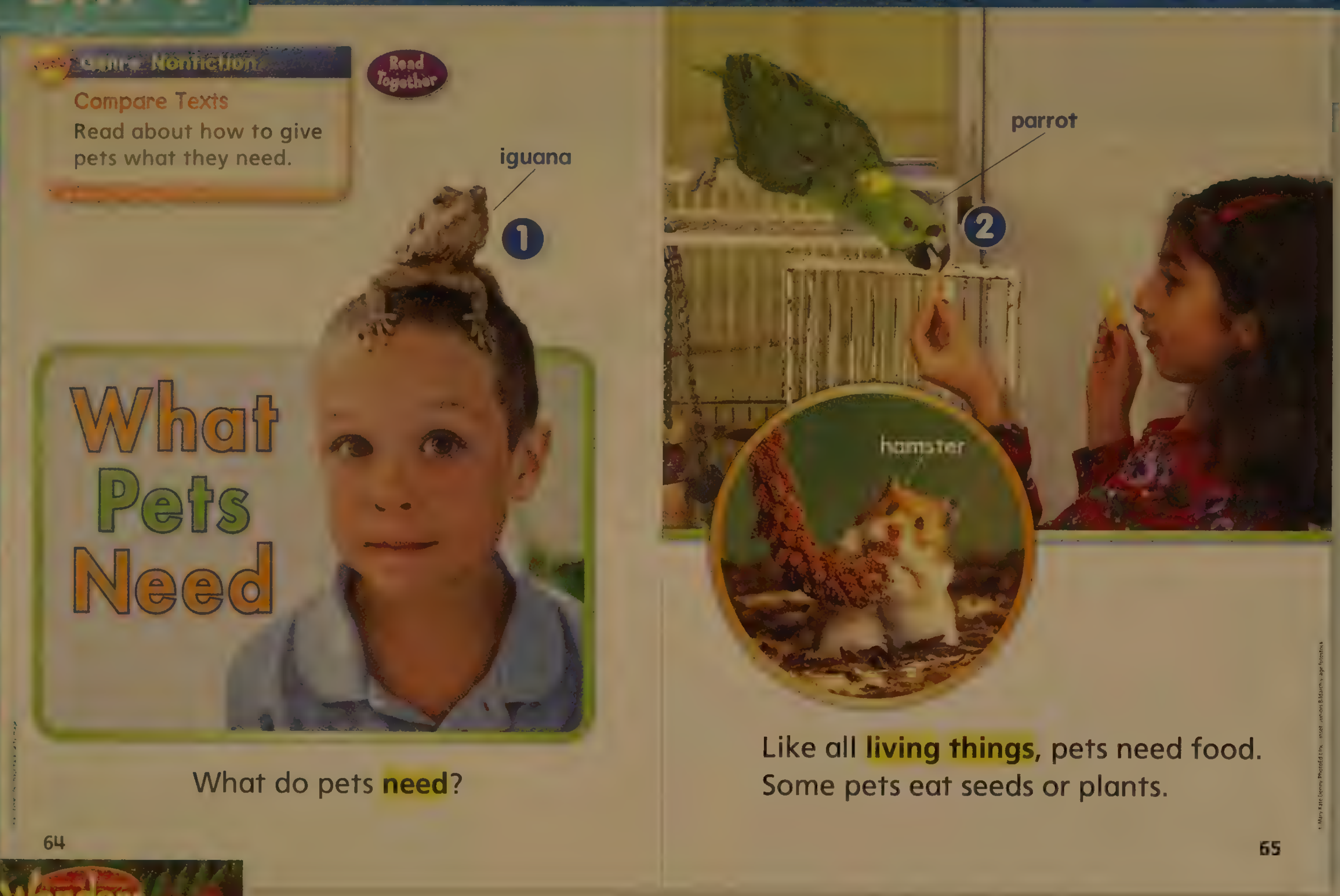
Intermediate

Discuss Have children suggest other labels that could be added to the illustrations.

Advanced/Advanced High

Describe Prompt children to use the words in the labels in complete sentences to describe the illustrations.

(l) George Doyle & Ciaran Griffin/Stockbyte/Getty Images; (m) Jose Luis Pelaez Inc/Blend Images/Getty Images; (r) Tetra Images/Alamy



Genre Nonfiction

Compare Texts
Read about how to give pets what they need.

Read Together

What Pets Need

What do pets **need**?

Like all **living things**, pets need food. Some pets eat seeds or plants.

64

65

Literature Anthology

LITERATURE ANTHOLOGY, pp. 64–65

Develop Comprehension

CLOSE READING

Lexile 370

Read Literature Anthology

Compare Texts

Review with children that in *Flip*, they read about a pet dinosaur. Now they will read a selection about caring for pets. Tell children that as they read they should think about how these pets are like the pet in *Flip*.

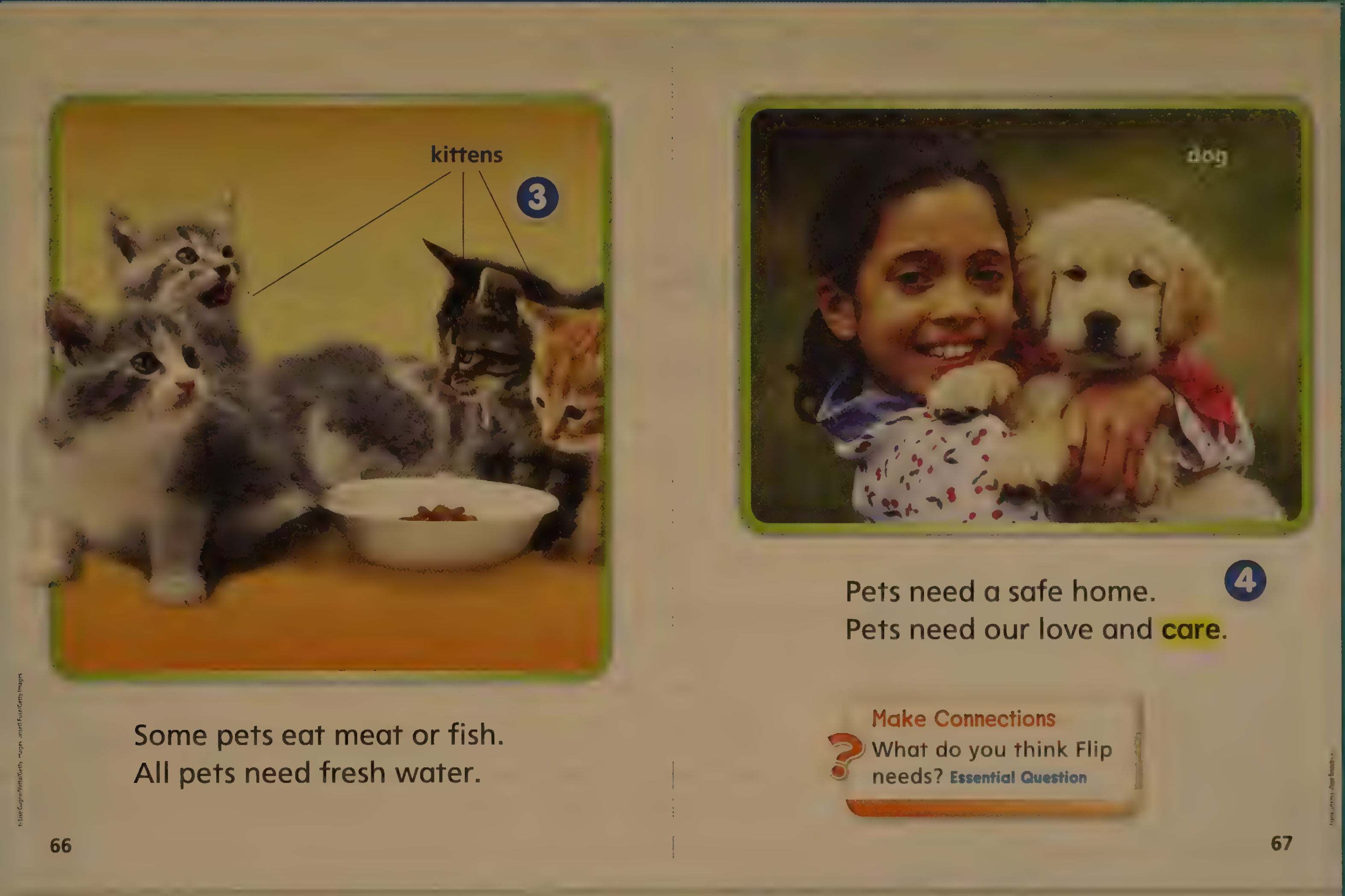
① Text Features: Labels

Teacher Think Aloud This photograph shows a lizard. I'm not sure what kind of lizard it is. When I read the label, it tells me this lizard is called an iguana.

② Text Features: Labels

Look at the photographs on page 65. What do the labels name? (the kind of animals in the photographs) How do the labels help you understand what you read? (The labels identify examples of pets that eat seeds or plants.)

Content Words Point out the words *need*, *care*, and *living things*. Prompt children to use the context sentences to help them understand the words.



kittens

③

Some pets eat meat or fish.
All pets need fresh water.

66

dog

Pets need a safe home. ④
Pets need our love and care.

Make Connections
What do you think Flip needs? **Essential Question**

67

LITERATURE ANTHOLOGY, pp. 66–67

③ Text Features: Labels

Look at page 66. What does the label name? (the animals in the photograph) How does the label help you understand what you read? (It identifies examples of pets that eat meat or fish.)

④ Strategy: Visualize

Teacher Think Aloud When I look at the photograph on page 67, I see a girl holding a fluffy puppy. She looks happy. I read: *Pets need our love and care.* I can use the pictures and the words to visualize this idea. In my mind, I see the girl holding her dog with love and care. I see her snuggling its soft fur and smiling. What do you see in your mind when you think about the words and the picture?

COLLABORATE **Make Connections** Have partners make connections between the pets in "What Pets Need" and the pet in *Flip*.

SCIENCE

CONNECT TO CONTENT

WHAT PETS NEED

Remind children that all week they have been learning and talking about what makes pets special and how we can care for them. Guide children to use the text and photographs in the selection to discuss different pets and their needs. Prompt them to name things that all of the pets they have learned about need.

STEM

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *bl, cl, fl, gl, pl, I, a, ck, b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y*. Have children say the sounds. Repeat, and vary the pace.

MINILESSON 5 Mins

Phonological Awareness

OBJECTIVES

- CCSS Decode regularly spelled one-syllable words. **RF.1.3b**
- CCSS Read words with inflectional endings. **RF.1.3f**
- CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

Contrast Vowel Sounds

❶ **Model** *Listen as I say a word:* flap. *I hear /a/ in the middle of* flap. *Listen: /f/ /l/ /aaa/ /p/. Listen as I say another word:* flip. *I hear /i/ in the middle of* flip. *Listen: /f/ /l/ /iii/ /p/. Now I will say the two words. I'll raise my hand when I hear the /a/ sound in the middle:* flap, flip. Flap *has the /a/ sound, so I'll raise my hand.*

❷ **Guided Practice/Practice** Have children practice contrasting vowel sounds. Guide practice with the first set. *I am going to say some more words. Say /a/ if the word has the /a/ sound in the middle.*

sat, sit	fine, fin	him, ham	cap, cape
can, cane	beg, bag	man, mane	tip, type

MINILESSON 5

Phonics

Build Words with *l*-blends

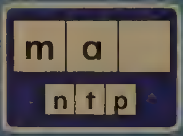
Review *The sounds /k/ and /l/ can be represented by the letters* c *and* l. *We'll use the* **Word-Building Cards** *to build words with* cl *and other* l*-blends.*

Place the letters *c, l, a, p*. *Let's blend the sounds together and read the word: /klaaap/. Now change the* c *to* f. *Blend the sounds and read the word.*

Continue with *slap, slip, slick, click, clack, clap, flap, flip flick, lick.*

Go Digital

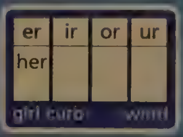
Phonological Awareness



Phonics

I __ the jar.
fill
fills
filling

Structural Analysis



Spelling Word Sort

Visual Glossary

Structural Analysis

Plural Nouns (*-s*)

Review Write the words *cat, cats* and *van, vans* on the board and read them with children. Remind them that the *-s* ending means that there is more than one. Point out that when *-s* is added to words, the ending sound of the new word can be /s/ or /z/.

Write the following words: *bag, flag, clam, pig*. Have children work in pairs to add *-s* to make the words plural. Then have them write a sentence with one of the words.

Spelling

Word Sort with *l*-Blends

Review Provide pairs of children with copies of the **Spelling Word Cards**. While one partner reads the words one at a time, the other partner should orally segment the word and then write the word. After reading all the words, partners should switch roles.

Have children correct their own papers. Then have them sort the words by *l*-blend: *bl, cl, fl, pl, sl,* or no *l*-blend.

High-Frequency Words

be, come, good, pull

Review Display **Visual Vocabulary Cards** *be, come, good, pull.* Have children Read/Write/Spell each word.

- Point to a word and call on a child to use it in a sentence.
- Review last week's words using the same procedure.

Monitor and Differentiate

✓ **Quick Check**

Can children read and decode words with *l*-blends?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T212–215
	ELL	Develop pp. T226–233
If Yes →	On Level	Review pp. T220–221
	Beyond Level	Extend pp. T224–225

Language Arts

MINILESSON 5

Independent Writing

OBJECTIVES

CCSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

CCSS Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **L.1.1j**

ACADEMIC LANGUAGE

- *mistakes, describe*
- Cognate: *describir*

Descriptive Sentences

Revise

Tell children that writers revise their writing to correct any mistakes and make their writing more interesting. Explain that a writer might revise sentences to add describing words.

Apply Writing Trait: Ideas Remind children that writers include describing details in their sentences. After writing, the writer makes sure the sentences include describing details. Display the following sentence:

> My cat likes to play.

Read the sentence aloud. Tell children that the sentence does not contain any descriptive details. Discuss how they could add details. Together, revise the sentence.

Peer Review Have children work in pairs to do a peer review, which means they will each read their partner's draft. They should take notes about what they like most, questions they have for the author, and details they think the author could include. Have partners discuss these topics. Provide time for them to make revisions to their sentences.

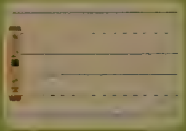
Proofread/Edit

Apply Grammar Review proofreader's marks with children. Have them reread their drafts and fix mistakes. Remind them to make sure that:

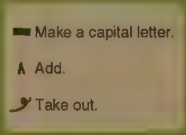
- each statement tells a whole idea about something.
- all statements begin with a capital letter and end with a period.
- all words are spelled correctly.

Peer Edit Next, have partners exchange their drafts and take turns reading for the mistakes above. Encourage partners to discuss and fix errors together as they read.

Go Digital

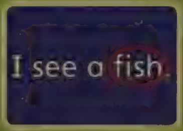


Writing



▬ Make a capital letter.
∧ Add.
Take out.

Proofreader's Marks



Grammar

Final Draft

After children have edited their own papers and finished their peer edits, have them write their final draft. Encourage them to create or find a photo or other visual that relates to their writing. As children work, conference with them to provide guidance.

MINILESSON 5

Grammar

Statements

① **Review** Review with children that a statement is a sentence that tells something.

② **Guided Practice** Remind children that a sentence tells a whole idea. A statement is a kind of sentence. Have children complete the following sentence frame to make a statement.

I like _____.

After you complete the statement, ask children what goes at the end of the sentence. (a period)

③ **Practice** Display the following sentences. Have children identify the statements.

like to play
I see six big hats. (statement)
Jan ran up and down the hill. (statement)

COLLABORATE **Talk About It** Have partners work together to orally generate complete statements about the pet they are writing their descriptive sentences about.

Mechanics: Capitalization and Punctuation

① **Review** Remind children that a statement always begins with a capital letter and ends with a period.

② **Practice** Display the sentences below. Read each aloud. Have children fix the sentences as a class.

we will fill the bag (We will fill the bag.)
the cat sat on the mat (The cat sat on the mat.)

Daily Wrap Up

- → Review the Essential Question and encourage children to discuss using the oral vocabulary words.
- → Prompt children to discuss the skills they practiced and learned today. Guide them to share examples of each skill.

Wrap Up the Week

Integrate Ideas

Go Digital
www.connected.mcgraw-hill.com
RESOURCES
Research and Inquiry

RESEARCH AND INQUIRY

SCIENCE

Our Pets

OBJECTIVES

CCSS Participate in a shared research and writing project (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). **W.1.7**

- Build background knowledge
- Research information using technology

ACADEMIC LANGUAGE

reference, online

Create a Poster

COLLABORATE

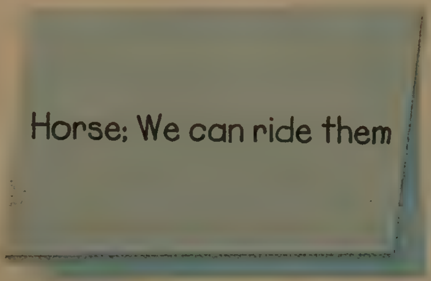
Review the steps in the research process. Tell children that today partners will create a poster about a pet. The poster will have an illustration. To accompany their illustration, children will write at least one sentence telling how this pet is special, and another sentence explaining how to take care of this pet.

STEP 1 Choose a Topic

Guide children to choose a pet to research and describe.

STEP 2 Find Resources

Discuss how to use the selections, reference materials, and online sources. They can use these resources to get information about the pet they have selected. Have children use the Research Process Checklist online.


Horse: We can ride them

STEP 3 Keep Track of Ideas

Have partners use a Hamburger Foldable® to take notes on the pet they choose.

Dinah Zike's FOLDABLES

Collaborative Conversations

Be Open to All Ideas Review with children that as they engage in partner, small-group, and whole-group discussions, they should remember:

- that everyone's ideas are important and should be heard.
- not to be afraid to ask a question if something is unclear.
- to respect the opinions of others.

STEM

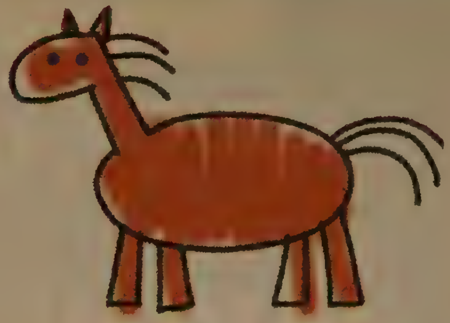
STEP 4 Create the Project: Poster

Explain the characteristics of a poster.

- **Information** A poster gives information. In this project, the poster will have an image and text and will give information about a pet.
- **Image** An illustration is a picture that gives visual details about the topic.
- **Text** Posters have words that give information about the illustration.

Have children create a poster with an illustration and captions about the pet they have chosen.

- Guide partners to make a drawing of their chosen pet.
- Prompt children to write sentences about their pet. Have them write at least one sentence that tells how the pet is special, and at least one that tells how to take care of this pet.



Horses are special. We can ride them. We can feed them apples.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning	Intermediate	Advanced/High
Use Sentence Frames Use sentence frames to help children discuss their pet. For example: *My pet likes to ____. My pet is special because ____.*	**Discuss** Guide children to focus on researching their chosen pet. Ask: *What do you want to learn about your pet? How can you find out?*	**Describe** Prompt children to elaborate on their pet. Ask them to describe their pet and how it behaves, and explain why they chose this particular pet to describe.

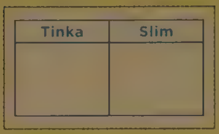
Materials

Reading/Writing Workshop
VOLUME 1

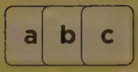
Literature Anthology
VOLUME 1

Literature Big Book
Cool Dog, School Dog

Visual Vocabulary Cards
be
come
good
pull



Teaching Poster



Word-Building Cards

Interactive Read-Aloud Cards

Spelling Word Cards

Integrate Ideas

TEXT CONNECTIONS

Connect to Essential Question

OBJECTIVES

CCSS Compare and contrast the adventures and experiences of characters in stories. **RL.1.9**

- Develop answers to the Essential Question
- Make text connections to the world

ACADEMIC LANGUAGE

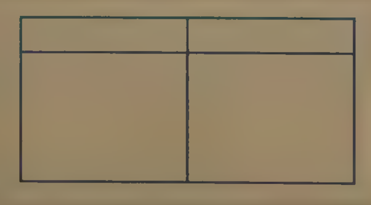
- *connection, evidence*
- Cognates: *conexiones, evidencia*

Text to Text

Remind children that all week they have been reading selections about pets and what makes them special. Tell them that now they can think about how the selections were similar to one another. This is called making connections across texts. Model comparing text using *Cool Dog, School Dog* and *A Pig for Cliff.*

Think Aloud *Cool Dog, School Dog* and *A Pig for Cliff* are about pets that are special. In both selections, we learn about how the pets cause some trouble for their owners. In both selections, the pets end up helping out and everyone is happy at the end of the story.

COLLABORATE **Complete the Organizer** Have children use the chart on Teaching Poster 42 to help them organize the information from this week's selections.


Teaching Poster

- → Discuss and write about the pets children read about.
- → Discuss what made each pet special and how they made people happy.

Text to Self

Have children discuss pets they know. Ask: *How are pets you know special? Do they ever cause problems?*

Text to World

Have children discuss what they have learned about pets this week. Ask: *Why do people enjoy having pets? How do pets help people? How do pets make people feel?*

WRITE ABOUT READING

Analytical Writing

Analyze to Inform/Explain

OBJECTIVES

CCSS Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.4.9**

Analyze Key Details

Explain to children that as a group you will write about one of the selections that they have read this week.

Using the evidence in the text, you will think about how the author used key details to help tell the story.

Review the Key Details chart you completed for *A Pig for Cliff.* Guide children to analyze the text evidence by asking "how" and "why" questions about the key details.

- Why might the author have wanted to write about a pet pig?
- How did the author use key details to tell what happened when Cliff and Slim tried to sit on the swing together?
- How did the author use key details to tell what makes Slim a good pet?

Write an Analysis

Display the following sentence frames:

In ________, the author wrote about ________.

The author used the key details ________ and ________ to tell what happened.

The selection made us understand ________.

Work with children to complete the sentence frames using the information about *A Pig for Cliff.*

Select another fantasy selection you have read this week. Work with children to complete the sentence frames to write about how the author used key details.

RESEARCH AND INQUIRY

SCIENCE

Our Pets

OBJECTIVES

CCSS Participate in shared research and writing projects. **W.1.7**

Wrap Up the Project

COLLABORATE

Guide partners to share the information about their pet and to point out details in their posters using the Presentation Checklist online. *What kind of pet did you write about? How do you take care of this pet?*

STEM

Word Work

Quick Review

Build Fluency: Sound-Spellings Display the **Word-Building Cards:** *bl, cl, fl, gl, pl, I, a, ck, b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y.* Have children say the sounds. Repeat, and vary the pace.

OBJECTIVES

CCSS Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d**

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Read words with inflectional endings. **RF.1.3f**

Decode and spell words with *l*-blends

MINILESSON

Phonemic Awareness

Phoneme Blending

Review Guide children to blend phonemes to form words. *Listen as I say a group of sounds. Then blend those sounds to say a word.*

/b/ /l/ /a/ /k/	/k/ /l/ /i/ /p/	/f/ /l/ /i/ /p/
/g/ /l/ /a/ /s/	/s/ /l/ /i/ /m/	/p/ l/ /a/ /n/

Phoneme Segmentation

Review Guide children to segment phonemes in words. *Now I am going to say a word. I want you to say each sound in the word.*

lap	slap	clap	class	cliff
lip	flip	clip	black	glad

MINILESSON

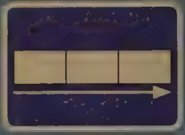
Phonics

Blend and Build Words with *l*-blends

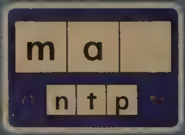
Review Have children read and say the words *black, cliff, flag, glad, plan,* and *slip.* Then have children follow the word building routine with **Word-Building Cards** to build *lip, flip, blip, clip, slip, slap, flap, clap, class, glass, glad.*

Word Automaticity Help children practice word automaticity. Display decodable words and point to each word as children chorally read it. Test how many words children can read in one minute. Model blending words children miss.

Go Digital



Phonemic Awareness



Phonics

I __ the jar.
fill
fills
filling

Structural Analysis

Visual Glossary

Fluency: Word Automaticity

Structural Analysis

Plural Nouns (-s)

Review Have children explain when the -s ending is used. Then have children practice writing plural nouns with -s, such as *flags, cats, clips, pigs,* and *clams*.

Spelling

Word Sort with *l*-blends

Review Have children use the **Spelling Word Cards** to sort the weekly words by beginning consonant blend. Remind children that four of the words do not begin with an *l*-blend.

Assess Assess children on their abilities to spell words with *l*-blends. Say each word and provide a sentence so that children can hear the words in a correct context. Then allow them time to write down the words. In order to challenge children, you may wish to provide an additional word for each *l*-blend in order to assess whether they understand the concept.

High-Frequency Words

be, come, good, pull

Review Display **Visual Vocabulary Cards** *be, come, good, pull.* Have children Read/Spell/Write each word. Have children write a sentence with each word.

Monitor and *Differentiate*

✓ Quick Check

Can children read and decode words with *l*-blends?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T212–215
	ELL	Develop pp. T226–233
If Yes →	On Level	Review pp. T220–221
	Beyond Level	Extend pp. T224–225

Language Arts

Independent Writing

OBJECTIVES

CCSS With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.1.6**

CCSS Use end punctuation for sentences. **L.1.2b**

ACADEMIC LANGUAGE

- *presentation, publish*
- Cognates: *presentación, publicar*

Descriptive Sentences

Prepare

Review guidelines for making presentations with children.

- → Provide time for children to finish preparing their presentations. Remind them to practice discussing both reading their sentences and talking about any illustrations they have.

Present

Have children take turns giving presentations of their pet descriptions. Remind them to speak clearly. When listening to others, they should be polite and respectful, asking questions when appropriate and listening carefully when it is not appropriate to speak.

- → If possible, record the presentations so that children can self-evaluate.

Evaluate

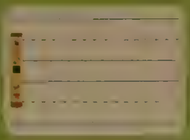
Have children discuss their own presentations and evaluate their performance using the presentation rubric.

Use the teacher's rubric to evaluate children's writing. Have children add their writing to their Writer's Portfolio. Then have them discuss and write about how using describing words makes their writing better.

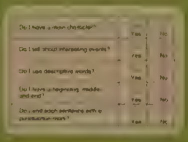
Publish

After children finish presenting their sentences, discuss how the class will illustrate and then publish a book of pet descriptions. Suggest that they can use digital tools to publish their writing. Allow children to make decisions on the title and design of the cover of the book.

Go Digital



Writing



Checklists

Grammar

MINILESSON 5

Grammar

Statements

① **Review** Have children define what a statement is. Write the following sentence and have children tell how they know it is a statement:

Tim and Lin fix a flag.

② **Practice** Ask: *Does the sentence tell something? Does it begin with a capital letter and end with a period?*

Write two sentence stems. Have children work with partners to write each into a statement.

My class likes

a pig can

Allow children to read their statements to the class.

Mechanics: Capitalization and Punctuation

① **Review** Remind children that a statement begins with a capital letter and ends with a period.

② **Practice** Write the following sentences. Read each aloud. Have children fix the sentences.

Kat will put jam in the glass (Kat will put jam in the glass.)

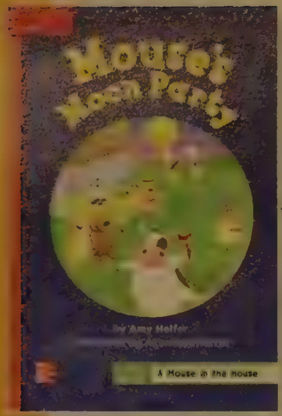
i can see the kids (I can see the kids.)

the pig digs up a can (The pig digs up a can.)

Wrap Up the Week

- Review the Essential Question and encourage children to discuss using the oral vocabulary words.
- Review that picturing story events and finding key story details can help children understand a story.
- Review blending words with *l*-blends. Remind children that *-s* at the end of a naming word means there is more than one.
- Use the Visual Vocabulary Cards to review the Words to Know.
- Review that a fantasy is a made-up story with characters and elements that could not exist in real life.

Approaching Level



Lexile 120

OBJECTIVES

CCSS Describe characters, settings, and major events in a story, using key details. **RL.1.3**

Leveled Reader: *Mouse's Moon Party*

Before Reading

Preview and Predict

Have children turn to the title page. Read the title and author name and have children repeat. Preview the selection's illustrations. Prompt children to predict what the selection might be about.

Review Genre: Fantasy

Have children recall that a fantasy is a story that has invented characters, settings, or events that could not happen in real life.

ESSENTIAL QUESTION

Remind children of the Essential Question: *What makes a pet special?* Set a purpose for reading: *Let's read to find out what will happen at Mouse's party.*

Remind children that as they read a selection, they can ask questions about what they do not understand or what they want to know more about.

During Reading

Guided Comprehension

As children whisper read *Mouse's Moon Party,* monitor and provide guidance, correcting blending and modeling the key strategies and skills.

Strategy: Visualize

Remind children that as they read, they can visualize what is happening. Model using the strategy on page 3. *The words tell me Mouse invites friends to his party. The picture shows me he is on the phone and has a list of friends. I close my eyes and visualize Mouse calling friends and inviting them to his party. Visualizing helps me understand the story.*

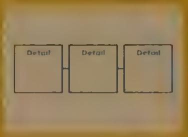
Skill: Key Details

Remind children that key details are the important information in a story. While reading, ask: *What are the story's important, or key, details?* Display a Key Details chart for children to copy.

Go Digital

Mouse's Moon Party

Mouse's Moon Party



Graphic Organizer

Retell

Model recording children's answers in the details boxes. Have children record the answers in their own charts.

Think Aloud The key details give me important information about the story. I wonder who will come to the party. On page 4, I see that Cat will come and bring a cake. Let's add that detail to the Key Details chart.

Guide children to add additional key details to the chart.

After Reading

Respond to Reading

Have children complete Respond to Reading on page 12 after they have finished reading.

Retell

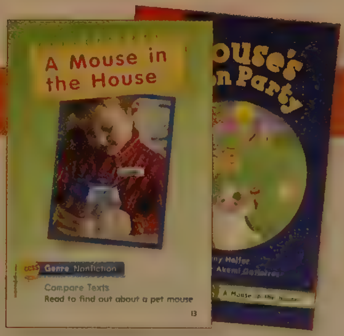
Have children take turns retelling the selection using the **Retelling Cards** as a guide. Help children make a personal connection by asking: *What would you like to do at the moon party? What would you bring?*

Model Fluency

Read the sentences one at a time. Have children chorally repeat. Point out how you pause when you see a comma.

Apply Have children practice reading with partners. Provide feedback.

PAIRED READ ...



Leveled Reader

"A Mouse in the House"

Make Connections:
Write About It Analytical Writing

Before reading, ask children to note that the genre of this text is informational text. Discuss the Compare Texts direction. After reading, have children compare what Mouse needed at the moon party and what a real pet mouse needs.

FOCUS ON SCIENCE

Children can extend their knowledge of what pets need by completing the science activity on page 16. STEM

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about animals from both selections in the Leveled Reader.

Level Up

Pet Show
Mouse's Moon Party
Level-up lessons available online.

IF children can read *Mouse's Moon Party* Approaching Level with fluency and correctly answer the Respond to Reading questions,

THEN tell children that they will read a different story about animals.

- Use page 2 of *Pet Show* On Level to model using Teaching Poster 26 to identify the key details.
- Have children read the selection, checking their comprehension by using the graphic organizer.

Approaching Level

Phonemic Awareness

CONTRAST VOWEL SOUNDS

TIER 2

OBJECTIVES

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

Contrast vowel sounds

I Do Explain to children that they will listen and compare vowel sounds. *Listen to these words that begin with the /a/ sound:* at, as. *Say the words with me:* at, as. *Now listen to these words:* is, if. *Say the words with me. We said words that begin with /a/ and /i/.*

We Do *Now listen to this word:* sit. Sit *has the /i/ sound in the middle. Listen as I say another word:* sat. Sat *has the /a/ sound in the middle. Which word has /i/ in the middle?* Sit. Have children identify the vowel sounds they hear:

has/his tap/tip fit/fat

You Do *Now it's your turn. I'll say two words. Tell me the sound you hear that is different in the two words.*

sip/sap mat/mitt bin/ban lip/lap

Repeat the routine with similar word pairs.

PHONEME BLENDING

TIER 2

OBJECTIVES

CCSS Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **RF.1.2.b**

I Do Explain that children will blend sounds to form words. *Listen as I say three sounds: /b/ /aaa/ /t/. Say the sounds with me: /b/ /aaa/ /t/. I'll blend the sounds together: /baaat/,* bat. *I blended the word* bat. *Say the word:* bat.

We Do *Listen as I say three sounds: /k/ /iii/ /d/. Repeat the sounds : /k/ /iii/ /d/. Let's blend the sounds: /kiiid/,* kid. *We said one word:* kid.

Repeat the routine with these words:

hat cat sit slip

You Do *It's your turn. Blend the sounds that I say to form a word.*

pad fit jam plan flat

Repeat the blending routine with additional short *a* and short *i* words.

PHONEME SUBSTITUTION

OBJECTIVES

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

Substitute phonemes

I Do Explain that children will change the first sound in a word to make a new word. *Listen as I say this word:* mat. *Say the word with me:* mat. *Listen as I change the first sound from /m/ to /k/: /k/ /a/ /t/,* cat. *The new word is* cat.

We Do *Listen as I say a word:* slip. *Say the word with me:* slip. *Change /s/ to /k/: /k/ /l/ /i/ /p/,* clip. *The new word is* clip.

Repeat the routine with these pairs of words:

pat/mat slip/flip class/glass

You Do *Now it's your turn. Change the first sound to form a new word.*

pad/mad black/clack flick/slick

Repeat the substitution routine with similar word pairs.

PHONEME SEGMENTATION

OBJECTIVES

CCSS Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d**

I Do Explain to children that they will be segmenting sounds. *Listen to this word:* at. *I hear two sounds: /a/ and /t/. There are two sounds in the word* at.

We Do *Let's try it together. I'll say a word:* ant. *How many sounds do you hear? Yes, three sounds. The three sounds in* ant *are /a/, /n/, /t/.*

Repeat the routine with these words:

kit at pin flat plan clam blips

You Do *I'll say a word. Hold up a finger for each sound that you hear. Then say the sounds.*

van sit nap fit pack slip flat black

ELL ENGLISH LANGUAGE LEARNERS

For the **ELLs** who need **phonemic awareness, phonics,** and **fluency** practice, use scaffolding methods as necessary to ensure children understand the meaning of the words. Refer to the Language Transfers Handbook for phonics elements that may not transfer in children's native languages.

Approaching Level

Phonics

CONNECT TO *l*-BLENDS

TIER 2

OBJECTIVES

CCSS Know and apply grade level phonics and word analysis skills in decoding words. **RF.1.3**

I Do Display **Word-Building Cards** *b* and *l. These are lowercase* b and l. *When the letters appear together at the beginning of a word, we say the sounds together: /blll/. I'm going to trace the letters as I say /blll/.* Trace the letters while saying /blll/. The *word* black *begins with the /blll/ sound.* Repeat for the blends *cl, fl, gl, pl, sl.*

We Do *Let's do it together.* Have children write lowercase *bl* in the air five times while saying /blll/. Repeat for the blends *cl, fl, gl, pl, sl.*

You Do Have children connect the letters *bl* to the sound /bl/ by tracing the letters on paper with their fingers while saying /bl/. Once children have traced on paper five to ten times, they should then write the letters while saying /bl/ five to ten times. Repeat for *cl, fl, gl, pl, sl.*

Repeat and connect the letters that stand for the blends to their sounds throughout the week.

BLEND WORDS WITH *l*-BLENDS

TIER 2

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

I Do Display Word-Building Cards *f, l, a, g. These letters are* f *and* l. *We say the sounds together. Let's blend the two sounds: /fffllll/. This is the letter* a. *It stands for /a/. This is the letter* g. *It stands for /g/. Now let's blend all of the sounds together to make a word: /fffllllag/, flag. The word is* flag.

We Do Guide children to blend the sounds and read: *clam, flat, glad, slip.*

You Do Have children use Word-Building Cards to blend and read: *slap, flip, clip, black, glass, plan.*

Repeat, blending additional words with *l*-blends.

You may wish to review Phonics with ELL using this section.

BUILD WORDS WITH *l*-BLENDS

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Build and decode words with *l*-blends.

I Do Display Word-Building Cards *f, l, a, p. These letters are* f *and* l. *Together they stand for /ffflll/. The letters* a *and* p *stand for /a/ and /p/. I will blend these sounds together: /ffflllap/,* flap. *The word is* flap.

We Do *Now let's all try it. Make the word* flap. *Change* f *to* c. *Remember, we say /k/ and /l/ together: /klll/. Let's blend: /klap/,* clap. *The word is* clap.

You Do Have children build the words: *clip, flip, lip, lap, slap, slip, slick, flick, click.*

Repeat, building additional words with beginning *l*-blends.

BLEND WORDS WITH *l*-BLENDS

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

I Do Display Word-Building Cards *c, l, i, f, f.* Point to each letter. *The letters stand for these sounds: /k/, /l/, /i/, /f/. I will blend the four sounds: /klif/,* cliff. *The word is* cliff.

We Do *Let's try it together.* Blend and read the words *clip, clap, flap, glad, plan,* and *slick* with children.

You Do Display the words to the right. Have children blend and read the words.

slam blip class flip glad flat
black plan slim blab slick flag
slack glass slat click cliff class
tag slit quiz kick quack wag

This is my class.
The grass is here.
We are glad to be here.

BUILD FLUENCY WITH PHONICS

Sound/Spellings Fluency

Display the following Word-Building Cards: *bl, cl, fl, gl, pl, l, a, ck, b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y.* Have children chorally say the sounds. Repeat and vary the pace.

Fluency in Connected Text

Have children review *A Pig for Cliff* in their Reading/Writing Workshop. Identify words with beginning *l*-blends. Blend words as needed.

Have children reread the selection on their own or with a partner.

Approaching Level

Structural Analysis

REVIEW PLURAL NOUNS (-s)

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words. **RF.1.3**

Read words with inflectional ending *-s*

I Do Write *hat*. Then add an *-s*. Read the word: *hats. I see the word* hat *in the word* hats. *The -s ending tells me that there is more than one hat. I'm going to say sentences with* hat *and* hats. *I have one blue hat. I have three black hats.* Explain that the *-s* at the end of a word can be pronounced /s/ as in *hats* or /z/ as in *flags*.

We Do Write *pan* and *pans*. *Let's read this word:* pans. *I know that -s tells us that there is more than one pan. Let's use* pan *and* pans *in sentences.*

You Do Give partners three nouns with *-s* endings. Have children find the root word and then use a sentence with the plural noun.

Repeat Have children create more sentences using plural nouns with *-s*.

RETEACH PLURAL NOUNS (-s)

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words. **RF.1.3**

Read words with inflectional ending *-s*

I Do Write *flag* and *flags*. Read the word: *flags. This is the word* flags. Circle the letter *s*. *When -s is added to a naming word, it can mean more than one. If you see flags, you see more than one flag.*

We Do Write *plan*. *Let's add -s. Say* plans. *Let's answer a question using the word:* What plans do you have after school?

Repeat this routine with the following examples:

cat pin hat

You Do Have children add *-s* to nouns. Help them repeat the words. *Are you ready to add -s? Add -s to each word and use each word in a sentence.*

bat kit clap

Repeat Have children add *-s* to more nouns.

High-Frequency Words

REVIEW

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review *be, good, come, pull*

I Do Use **High-Frequency Word Cards** to **Read/Spell/Write** each high-frequency word. Use each word orally in a sentence.

We Do Guide children to Read/Spell/Write each word on their **Response Boards**. Help them create oral sentences that include the words.

You Do Have partners do the Read/Spell/Write routine on their own using the words *be, come, do,* and *pull.*

RETEACH

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

I Do Review the high-frequency words using the Read/Spell/Write routine. Write a sentence for each high-frequency word.

We Do Guide students to use the Read/Spell/Write routine. Use sentence starters: *(1) We will be ____. (2) Can you come to ____? (3) Do you know how to ____. (4) You can pull the ____.*

You Do Guide children to close their eyes, picture the word, and then write it. Then have them self-correct.

CUMULATIVE REVIEW

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review previously taught high-frequency words

I Do Display the High-Frequency Word Cards from the previous weeks. Review each word using the Read/Spell/Write routine.

We Do Have children write each word on their Response Boards. Complete sentences for each word, such as: *What do you ____? Look up and see ____.*

You Do Show each card and have children read each word together. Mix the cards and repeat.

Fluency Display the High-Frequency Word Cards. Point to the words in random order. Have children chorally read each word. Then repeat at a faster pace.

Approaching Level

Comprehension

READ FOR FLUENCY

TIER 2

OBJECTIVES

CCSS Read with sufficient accuracy and fluency to support comprehension. **RF.1.4**

I Do Read the first sentence of the Practice Book selection. Model pausing at commas and using appropriate phrasing.

We Do Read the next three sentences and have children reread each sentence with you. Discuss how you pause when you see a comma or period, and model phrasing as you read repeated words.

You Do Ask children to read the rest of the selection aloud with a partner. Remind them to pause when they see commas and periods.

IDENTIFY DETAILS

TIER 2

OBJECTIVES

CCSS Use illustrations in a story to describe its characters, setting, or events. **RL.1.7**

I Do Remind children what a detail is. *A detail is a small part of something that helps us understand it. Details also help us describe things. The weather today is _________. The weather is a detail that tells about today.*

We Do Display the Practice Book story. *Let's look for details in the picture. When I look at the pictures, I see a cat and a girl. This story is about a cat and a girl. These are key details.*

You Do Guide children as they discuss other details in the pictures. Prompt them to tell what details they learn.

REVIEW KEY DETAILS

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

Apply skill to identify key details

I Do Remind children that key details give important information about the story. Children can find key details in the text and pictures.

We Do Read the first three sentences of the Practice Book selection together. Discuss the details that are important to the story. *We read that Flick is a cat and that Flick hid. We can see in the picture that Flick the cat hid in the tree trunk. These are key details in the story.*

You Do Guide children to read the rest of the story. *What other details are important to the story?* Record the key details on a Key Details chart.

SELF-SELECTED READING

OBJECTIVES

CCSS With prompting and support, read prose and poetry of appropriate complexity for grade 1. **RL.1.10**

Apply the strategy and skill to read a text

Read Independently

Have children choose a fiction selection for sustained silent reading. Remind them that:

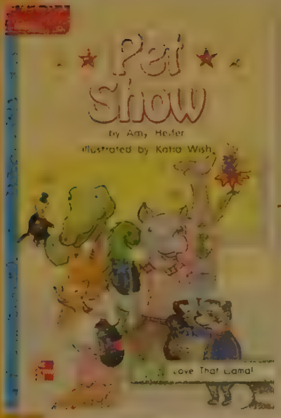
- → key details are important pieces of information.
- → they can find details in the text and illustrations.
- → as they read, they can use details to visualize what happens in the story.

Read Purposefully

Guide children to record key details on a Key Details chart. After reading, have small groups discuss the selection they read. Guide children to:

- → share the information they recorded on their Key Details chart.
- → share what they liked about their story.
- → talk about what they visualized as they read the story.

On Level



Lexile 200

OBJECTIVES

CCSS Describe characters, settings, and major events in a story, using key details. **RL.1.3**

Leveled Reader: *Pet Show*

Before Reading

Preview and Predict

Have children turn to the title page. Read the title and author name and have children repeat. Preview the selection's illustrations. Prompt children to predict what the selection might be about.

Review Genre: Fantasy

Have children recall that a fantasy is a story that has invented characters, settings, or events that could not happen in real life.

ESSENTIAL QUESTION

Remind children of the Essential Question: *What makes a pet special?* Set a purpose for reading: *Let's read to find out about a pet show.*

Remind children that as they read a selection, they can ask questions about what they do not understand or want to know more about.

During Reading

Guided Comprehension

As children whisper read *Pet Show*, monitor and provide guidance, correcting blending and modeling the key strategies and skills.

Strategy: Visualize

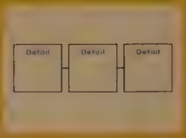
Remind children that as they read, they can visualize what the characters say and do. Model using the strategy on page 2: *The class will have a pet show. The picture shows me the children are excited. When I close my eyes, I can visualize how excited they are. That helps me understand the characters and what might happen.*

Skill: Key Details

Remind children that key details are the important information in a story. *We can find key details in the words and illustrations. They help us understand the story events.* After reading, ask: *What are the key details in this story?* Display a Key Detail chart for children to copy.

Go Digital

Pet Show



Graphic Organizer

Retell

Model recording answers in the details boxes. Have children record the answers into their charts.

Think Aloud As I read, I will look for the important, or key, details. I can find them in the text or in the pictures. Key details help me understand the story events.

After children finish reading the selection, provide time for them to complete the chart.

After Reading

Respond to Reading

Complete the Respond to Reading on page 12 after reading.

Retell

Have children take turns retelling the selection using the **Retelling Cards** as a guide. Help children make a connection by asking: *What was your favorite pet in the story? Which pet had the most talent?*

Model Fluency

Read the sentences one at a time using appropriate phrasing. Have children chorally repeat. Point out how you pause for punctuation.

Apply Have children practice reading with partners. Provide feedback as needed.

PAIRED READ ...

Genre Nonfiction
Compare Text
Read to find out about a pet llama
Love That Llama!
Pet Show

Leveled Reader

"Love That Llama!"

Make Connections: Write About It Analytical Writing

Before reading, ask children to note that the genre of this text is an informational text. Then discuss the Compare Texts sentence. After reading, ask children to tell how the llama in *Pet Show* is different from the pet llamas in *Love That Llama!*

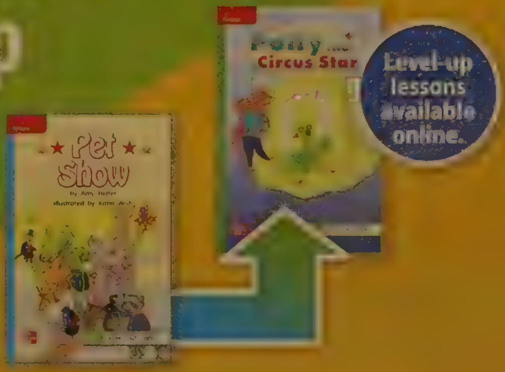
FOCUS ON SCIENCE

Children can extend their knowledge of what pets need by completing the science activity on page 16. STEM

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about animals from both selections in the Leveled Reader.

Level Up



IF children can read *Pet Show* On Level with fluency and correctly answer the Respond to Reading questions,

THEN Tell children that they will read a longer story about pets.

- Use pages 2–3 of *Polly the Circus Star* Beyond Level to model using Teaching Poster 26 to identify the key details.
- Have children read the selection, checking their comprehension by using the graphic organizer.

On Level

Phonics

BUILD WORDS WITH *l*-BLENDS

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

I Do Display **Word-Building Cards** *c, l, a, p. Point to the letters* c, l. *Their sounds are /k/, /l/, /klll/. Now I will blend all of the sounds together to make a word: /klap/,* clap. *The word is* clap.

We Do *Let's try one together.* Make the word *flat* using Word-Building Cards. *Let's blend: /flat/,* flat. *The word is* flat.

You Do Have children build and blend the words: *glad, flip, plan, slap.*

Repeat with other words with beginning *l*-blends.

High-Frequency Words

REVIEW WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review high-frequency words *be, come, good, pull*

I Do Use the **Read/Spell/Write** routine to review each new word. Use each word in a sentence.

We Do Guide children to Read/Spell/Write each word using their **Response Boards**. Work together to generate sentences using the words.

You Do Have children work with a partner to use the words *be, come, good,* and *pull* in sentences. Have partners write sentences about this week's stories. Each sentence must contain at least one high-frequency word.

Comprehension

REVIEW KEY DETAILS

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

I Do Remind children that as they read fiction selections, they can look for key details to help them understand and remember what they read. *When we read, we look for important details in the words, photographs, and pictures. These details help us understand and remember what we read. They also help us visualize what is happening in the story.*

We Do Read the first three sentences of the Practice Book selection aloud. Stop and point out the key details in each sentence. Ask children to explain why these details are important. Guide them to find details in the pictures.

You Do Guide children to read the remainder of the Practice Book selection. Remind them to think about the key details as they read. Then have partners find these details in the words.

SELF-SELECTED READING

OBJECTIVES

CCSS With prompting and support, read prose and poetry of appropriate complexity for grade 1. **RL.1.10**

Apply the strategy and skill to read a text

Read Independently

Have students choose a fiction selection for silent reading. Remind them to:

- look for key details to help them understand the what they are reading.
- use details to help them visualize what is happening in the story.

Read Purposefully

Have children record the important details on a Key Details chart. Then help partners to:

- share the information they recorded on the Key Details chart.
- tell what they visualized and which parts they liked the best.

Beyond Level

Lexile 280

OBJECTIVES

CCSS Describe characters, settings, and major events in a story, using key details. **RL.1.3**

Leveled Reader: *Polly the Circus Star*

Before Reading

Preview and Predict

Read the title and author name. Have children preview the title page and the illustrations. Ask: *What do you think this story will be about?*

Review Genre: Fantasy

Have children recall that a fantasy is a story that has invented characters and settings that could not happen in real life.

ESSENTIAL QUESTION

Remind children of the Essential Question: *What makes a pet special?* Have children set a purpose for reading by saying: *What do you want to find out about Polly?*

During Reading

Guided Comprehension

Have children whisper read *Polly the Circus Star*. Have them place self-stick notes next to difficult words. Remind children that when they come to an unfamiliar word, they can look for familiar spellings. They will need to break longer words into smaller chunks and sound out each part.

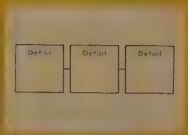
Monitor children's reading. Stop periodically and ask open-ended questions to facilitate rich discussion, such as: *How do you think the characters are feeling? How do you know?*

Strategy: Visualize

Remind children that visualizing as they read can help them understand and remember a story. *Making a picture in your mind will help you understand what is happening in the story. Visualizing can also help you remember the sequence of events in a story.*

Go Digital

Polly the Circus Star



Graphic Organizer

Skill: Key Details

Remind children that as they read a selection, they can use words and pictures to find key details. Model how to record information. Have children fill in their chart.

Think Aloud As I read the story, I will look for key details. These are the important pieces of information about what happens in a story.

After children finish the story, ask: *What are the key details in this story?* Have children add the details to their chart.

After Reading

Respond to Reading

Have children complete the Respond to Reading on page 12 after reading.

Retell

Have children take turns retelling their favorite part of the story. Have children make a personal connection by writing about other pets. Say: *Write about a pet that you take care of or would like to take care of. What do you do to take care of it?*

PAIRED READ ...

"Birds That Talk"

Birds That Talk
...ly...
...cus Star
Genre Nonfiction

Leveled Reader

Make Connections: Write About It

Analytical Writing

Before reading "Birds That Talk" have children preview the title page and help them to identify the genre. Then discuss the Compare Texts direction. After reading, have partners discuss what they read in *Polly the Circus Star* and "Birds That Talk." Ask children to make connections by comparing and contrasting the birds in each selection.

FOCUS ON SCIENCE

Children can extend their knowledge about pets by completing the science activity on page 16. STEM

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about animals from both selections in the Leveled Reader.

Gifted and Talented

SYNTHESIZE Challenge children to think about the kinds of words that birds might learn to say. Ask children to make a prediction and explain their thinking.

EXTEND Have children do additional research about training a bird to speak. Then have children compare and share information.

Beyond Level

Vocabulary

ORAL VOCABULARY: MULTIPLE-MEANING WORDS

OBJECTIVES

Use sentence-level context as a clue to the meaning of a word or phrase. **L.1.4a**

I Do Explain to children that many words have more than one meaning. The specific meaning we need depends on how the word is used in a sentence.

The word train *can mean "a line of railroad cars." The* train *moved quickly down the track. The word* train *can also mean "to teach." I will* train *my dog to sit.*

Here's another example. The word care *can mean "to feel love or interest about someone." I care about my sick aunt.*

The word care *can also mean "to keep something in good condition." I take care of myself by eating healthy food.*

We Do Have partners use the word *train* in two sentences. Ask them to choose a different meaning for the word in each sentence. Then have them take turns asking each other questions using the word *care*.

You Do Have partners share their sentences and questions with the group. Ask them to explain the meaning of the target word in each sentence.

Extend Have partners perform a short skit using the words *train* and *care* as many times as they can. Challenge them to present both meanings of the words in the skit.

Comprehension

REVIEW KEY DETAILS

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

I Do Remind children that they can find key details in words, photographs, and pictures. Discuss how they can use key details to understand and remember what they read.

We Do Guide children in reading the first three sentences of the Practice Book selection. Ask you read, stop to identify key details and discuss why they are important. *What key detail did we read? Why is it important? What did you find out from this detail?*

You Do Have children read the rest of the Practice Book selection independently. Encourage them to pause and look for important details in the words and pictures as they read. Then talk about the key details they identified and how the details helped them understand and remember what they read.

SELF-SELECTED READING

OBJECTIVES

CCSS With prompting and support, read prose and poetry of appropriate complexity for grade 1. **RL.1.10**

Apply the strategy and skill to read a text

Read Independently

Have children choose a fiction selection for sustained silent reading. Tell them that they should use a Key Details chart to record the key details in the words and pictures. Encourage them to visualize what is happening in the story as they read.

Read Purposefully

Have children record the key details on a Key Details chart. After reading, guide children to:

→ share the information they recorded on the chart with a partner.

→ record information about the selection in a reading response journal.

ifted and Talented

Independent Study Have children write an alternate ending for the story they read. Have partners share their stories with each other and explain what they changed and why.

English Language Learners

A Pig for Cliff

Reading/Writing Workshop

OBJECTIVES

CCSS Describe characters, settings, and major events in a story, using key details. **RL.1.3**

Shared Read: *A Pig for Cliff*

Before Reading

Build Background

Read the Essential Question: *What makes a pet special?*

- Explain the meaning of the Essential Question: *A pet is an animal that lives with us. We take care of our pets and have fun with our pets. One reason a pet is special is that it is part of our lives. We love our pets.*
- **Model an answer:** *My dog is special, or important, to me because we walk and play together. We have fun together.*
- Ask children a question that ties the Essential Question to their own background knowledge: *Turn to a partner and tell each other about a pet that you have or you would like to have. Why is the pet special to you?* Call on several pairs.

During Reading

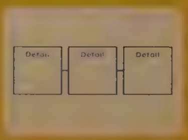
Interactive Question-Response

- Ask questions that help children understand the meaning of the text after each paragraph.
- Reinforce the meanings of key vocabulary by providing meanings embedded in the questions.
- Ask children questions that require them to use key vocabulary.
- Reinforce the comprehension strategies and skills of the week by modeling.

Go Digital

A Pig for Cliff

A Pig for Cliff



Graphic Organizer

A Pig for Cliff

Pages 54–55

Point to the title. *Listen as I read the title of the selection.* Point to each word as you read it. *What is the title?* (*A Pig for Cliff*) *A pig is an animal with a flat nose. Some pigs are big!*

Point to the pig in the illustration. *A pig would not really ride behind a motorcycle. This story is a fantasy. The characters are animals, not people. The animals could not really do these things.* Point to the cat. *This character must be Cliff. Say the name with me:* Cliff. *Let's read the story to find out what Cliff and his pig do together.*

Pages 56–57

Point to the pig on this page. *This pig is big! His name is Slim. Slim means "small." Slim is a funny name for a big pig! What color is Slim?* (black)

Listen as I read the page: "It is Slim. It is a big, black pig." *What does the pig look like?* (He is big and black.)

Explain and Model the Phonics Reread the first sentence on page 57. *Listen carefully as I read. Raise your hand when you hear a word with the /sl/ sound.* (Slim) *Let's say the name together:* Slim.

Look at Cliff. Tell your partner why you think he looks happy. (He has a new pet.)

Pages 58–59

Look at the pictures. What happened? Do you think Slim is too big for the door?

Pages 60–61

What did Cliff and Slim try to do together? (swing) *Show me what happened?* (Use a gesture to show falling down.)

Explain and Model the Strategy *Now let's look at the next picture. The details in the picture help us understand what is happening. I see that Cliff and Slim slipped in the mud. I can picture in my mind what this is like. The mud is wet and mushy. It is slippery.*

How do you think Cliff feels? (upset, scared) *How can you tell?* (I can tell by the look on his face.)

Page 62

Explain and Model the Skill *Let's look for key details in the picture and words to understand what is happening next. What is Slim doing?* (He is pulling Cliff up the hill.) *Listen while I read page 62:* "Slim can go up. Cliff can not."

Why do you think Slim can get up the muddy hill? (He is big and strong.)

Page 63

Let's read this page. Let's think about why Slim is a good pet.

Explain and Model High-Frequency Words Point to the word *pull*. Pull *means "to move something toward you."*

Let's pretend we are pulling a rope. Let's hold the rope in our fingers and pull it to our chests.

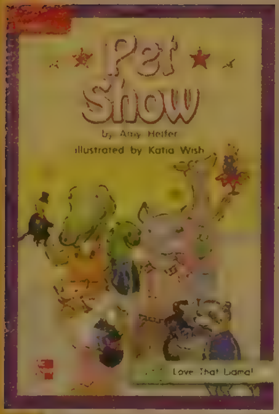
Do you think Slim is a good pet for Cliff? Why or why not?

After Reading

Make Connections

→ Review the Essential Question.

English Language Learners



Lexile 20

OBJECTIVES

CCSS Describe characters, settings, and major events in a story, using key details. **RL.1.3**

Visualize story events

ACADEMIC LANGUAGE

reread, retell

Leveled Reader: *Pet Show*

Before Reading

Preview

Read the title. Ask: *What is the title? Say it again.* Repeat with the author's name. Preview the story's illustrations. Have children describe the pictures. Use simple language to tell about each page. Follow with questions, such as: *Is this a bicycle? Who is riding it?*

ESSENTIAL QUESTION

Remind children of the Essential Question: *What makes a pet special?* Say: *Let's read to find out about a pet show.* Encourage children to seek clarification when they encounter a confusing word or phrase.

During Reading

Interactive Question-Response

Pages 2–3 *Where are the children? Yes, they are in school. Let's read the label on page 2 together:* teacher. *The teacher is telling the children something. She is telling them about a pet talent show. Are the children excited?*

Retell to your partner what has happened so far. (A class is having a pet talent show. The children think of what their pets can do.)

Pages 4–5 Point to the thought bubbles. *What are the children thinking about?* (their pet's talents) *What can Jake's pet do?* (ride a bicycle) *What can Val and Min's pets do?* (sing and bake)

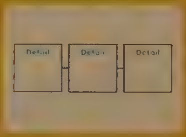
Pages 6–7 *The pets come to class. What do they do? Let's look at the labels:* sings, drums, plug. *One pet sings. Show me how you can sing. One pet plays the drums. Show me what drumming looks like.*

Pages 8–9 *Look at the picture on page 8. What can this pet do? Say it with me:* bake a cake. *Look at the picture on page 9. What does this pet do?* (ride a bicycle) *Tell your partner.*

Pages 10–11 Point to the children on page 10. *They look happy. Do the children like the pet show? Let's find the sentence that tells us.* (The kids clap!) *Point to the label on page 11. What did the pets win?* (ribbons)

Go Digital

Pet Show



Graphic Organizer

Retell

After Reading

Respond to Reading

Revisit the Essential Question. Ask children to work with partners to fill in the graphic organizer and answer the questions on page 12. Pair children with peers of varying language abilities.

Retell

Model retelling using the **Retelling Card** prompts. Then guide children to retell the story to a partner. Say: *Look at the pictures. Use details you see to help you retell the story.*

Phrasing Fluency: Reading Patterns and Repeated Phrases

Reread the pages in the book, one at a time. Help children echo read the pages with proper phrasing. Point out how you read repeated phrases with similar phrasing.

Apply Have children practice reading with partners. Pair children with peers of varying language abilities. Provide feedback as needed.

PAIRED READ ...

Genre Nonfiction
Read about a pet llama
Love That Llama!
Pet Show

Leveled Reader

"Love That Llama!"

Make Connections: Write About It

Analytical Writing

Before reading, ask children to note that this is an informational text. Then discuss the Text Connections direction.

After reading, ask children to make connections between the what they read in "Love That Llama" and *Pet Show*. Prompt children by providing sentence frames: *The pets in* Pet Show ____. *The pet llamas in "Love That Llama!"* ____.

FOCUS ON SCIENCE

Children can extend their knowledge of where pets live by completing the science activity on page 16. **STEM**

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about animals from both selections in the Leveled Reader.

Level Up

Pet Show
Pet Show

Level-up lessons available online.

IF children can read *Pet Show*, **ELL Level** with fluency and correctly answer the Respond to Reading questions,

THEN tell children that they will read a more detailed version of the selection.

- Use pages 2-4 of *Pet Show* **On Level** to model using Teaching Poster 26 to identify key details.
- Have children read the selection, checking their comprehension by using the graphic organizer.

English Language Learners

Vocabulary

PRETEACH ORAL VOCABULARY

OBJECTIVES

CCSS Produce complete sentences when appropriate to task and situation. **SL.1.6**

LANGUAGE OBJECTIVE

Preteach oral vocabulary words

I Do Display the images from the **Visual Vocabulary Cards** one at a time to preteach the oral vocabulary words *care* and *train*.

We Do Display the images again and talk about how they illustrate or demonstrate the words. Model using sentences to describe the image.

You Do Display the words again and have partners discuss how the pictures demonstrates the words *care* and *train*.

Beginning	Intermediate	Advanced/High
Say a sentence about each word. Have children repeat the sentence and match it to the picture.	Have children take turns asking and answering questions about the pictures, using the words. Correct as needed.	Have children create their own oral sentences for the words.

PRETEACH ELL VOCABULARY

OBJECTIVES

CCSS Produce complete sentences when appropriate to task and situation. **SL.1.6**

LANGUAGE OBJECTIVE

Preteach ELL vocabulary words

I Do Display the images from the Visual Vocabulary Cards one at a time to preteach the ELL Vocabulary words *perform* and *talent* and follow the routine. Say each word and have children repeat it. Define the words in English.

We Do Display the image again and explain how it illustrates the word. Model using sentences to describe the image.

You Do Display the word again. Have children say and spell the word. Provide opportunities for children to use the words in speaking and writing. Provide sentence starters.

Beginning	Intermediate	Advanced/High
Help children find other examples of each word.	Have partners take turns saying and acting out a sentence for the words.	Challenge partners to write and answer questions for the words.

High-Frequency Words

REVIEW WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

LANGUAGE OBJECTIVE

Use high-frequency words *be, come, good, pull*

I Do Display the **High-Frequency Word Cards** for *be, come, good,* and *pull.* Read each word. Use the **Read/Spell/Write** routine to teach each word. Help children write each word on their **Response Boards**.

We Do Write sentence frames. Track the print as children read and complete the sentences: *(1) He will be at ____. (2) Can you come to ____? (3) The cat is a good ____. (4) Kim can pull the ____.*

You Do Display the High-Frequency Word Cards from the previous two weeks. Display one card at a time as children chorally read each word. Then mix the cards and repeat. Note words children need to review.

Beginning	Intermediate	Advanced/High
Give a command using each word. Have children repeat the command and act it out.	Have children point to a card and say a sentence using the word.	Have children write a sentence for each word.

RETEACH WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

LANGUAGE OBJECTIVE

Use high-frequency words

I Do Display the Visual Vocabulary Cards and say the words aloud. Define the word in English and, if appropriate, in Spanish. Identify any cognates.

We Do Point to the image again and explain how it illustrates or demonstrates the word. Ask children to repeat the word. Guide children in structured partner-talk about the image as prompted on the back of the card. Ask children to chorally say the word three times.

You Do Display each visual in random order, hiding the word. Have children identify the word and explain it in their own words.

Beginning	Intermediate	Advanced/High
Have children match the High-Frequency Word Card with the Visual Vocabulary Card for each word and say the word.	Say a sentence using each word. Have children point to the card and use the word in a new sentence.	Have children say a sentence but leave out the word. Ask others to tell what word completes the sentence.

English Language Learners

Writing/Spelling

WRITING TRAIT: IDEAS

OBJECTIVES

CCSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

LANGUAGE OBJECTIVE

Use specific and accurate words

I Do Explain that using descriptive details makes writing clearer and more interesting to read. Write and read the sentences: *I see a cat. I see a slim, pink cat.* Compare the sentences and ask children to identify the two details in the second sentence that make the description clear.

We Do Read page 57 of *A Pig for Cliff.* Ask children which words explain what the pig looked like. Point out that the words *big, black* are describing details.

You Do Have partners write a sentence that tells what a pig looks like. Tell them to use at least two describing details to make their description clear and interesting.

Beginning	Intermediate	Advanced/High
Show a picture of a pig. Ask children to use describing details to tell what it looks like.	Ask questions to help children think of details, such as: *Is a pig big or small? What color is it?*	Ask partners to read their sentences aloud. Help children compare how the descriptions are alike and different.

WORDS WITH *l*-BLENDS

OBJECTIVES

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

LANGUAGE OBJECTIVE

Spell words with *l*-blends

I Do Read aloud the Spelling Words on page T170. Segment the first word, *clip*, into sounds and attach a spelling to each sound. Point out the *l*-blend. Read aloud, segment, and spell the other words and have children repeat.

We Do Read the first example sentence on page T170. Read *clip* slowly and ask children to repeat and write the word. Repeat for the remaining words.

You Do Display the words. Have partners check their spelling lists. Help children correct any misspelled words.

Beginning	Intermediate	Advanced/High
Guide children to copy the words. Have them say each letter as they write, and then repeat the word.	Ask partners to take turns saying and spelling the words.	Ask partners to think of words that rhyme with *clip* and *black* and share their words with the class.

Grammar

STATEMENTS

OBJECTIVES

CCSS Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **L.1.1j**

LANGUAGE OBJECTIVE

Recognize that a statement tells about something

Language Transfers Handbook

Language Transfers Handbook

In Haitian Creole, Hmong, Spanish, Vietnamese, and Khmer, the noun often precedes the adjective. Children speaking these languages may reverse the word order in statements: *Max is dog good.*

I Do Review that a statement is a sentence that tells about something. Write these words on the board: *The dog sits.* Read the words. Say: *This sentence is a statement. It tells about a dog. It tells what the dog does.*

We Do Write the sentence starters on the board. Read the words together and ask children to complete each statement.

The cat ________.

Jan has a ________.

Max is a good ________.

I can pull the ________.

Write the completed sentences on the board and explain that they are statements. Point out that statements begin with a capital letter and end with a period.

You Do Write the following sentence starters on the board:

Liz hid the ________. The class will ________.

Ask partners to complete each sentence. Listen to their responses, noting if children can access appropriate vocabulary and recognize sentence structure.

Beginning	Intermediate	Advanced/High
Help children identify statements in a selection they have read this week.	Ask partners to find examples of statements in a selection they have read this week.	Ask children to summarize one of the selections using statements.

PROGRESS MONITORING

Weekly Assessment

CCSS TESTED SKILLS

✓COMPREHENSION:

Key Details **RL.1.1**

✓PHONEMIC AWARENESS:

Contrast Vowel Sounds **RF.1.2c**

Phoneme Blending **RF.1.2b**

Phoneme Substitution (initial sound) **RF.1.2c**

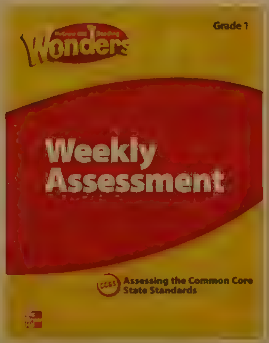
Phoneme Segmentation **RF.1.2d**

✓PHONICS/STRUCTURAL ANALYSIS/HIGH-FREQUENCY WORDS:

Beginning Consonant Blends: *l*-Blends **RF.1.3b**

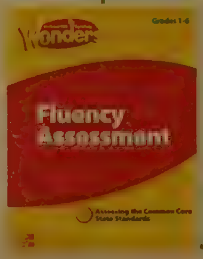
-*s* (plural nouns) **L.1.1c**

be, come, good, pull **RF.1.3g**


Wonders
Grade 1
Weekly Assessment
Assessing the Common Core State Standards

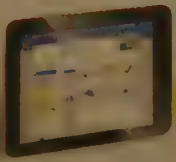
Wonders
e-Assessment

FLUENCY


Wonders
Grades 1-6
Fluency Assessment
Assessing the Common Core State Standards

Conduct group fluency assessments.

Assess fluency for one group of children per week using the **Letter Naming, Phoneme Segmentation,** and **Sight Word Fluency** assessments in ***Reading Wonders Fluency Assessment.***



Go Digital! http://connected.mcgraw-hill.com

Using Assessment Results

✓ TESTED SKILLS	If ...	Then ...
COMPREHENSION	Children answer 0–3 multiple-choice items correctly . . .	. . . assign Lessons 10–12 on Key Details (Fiction) from the ***Tier 2 Comprehension Intervention online PDFs.***
PHONEMIC AWARENESS	Children answer 0–1 multiple-choice items correctly . . .	. . . assign Lessons 55–56 on Contrast Short Vowels, Lessons 62–66 on Phoneme Blending, Lessons 84–85 on Phoneme Substitution (Initial Sound), and Lessons 67–71 on Phoneme Segmenting from the ***Tier 2 Phonemic Awareness Intervention online PDFs.***
PHONICS/ STRUCTURAL ANALYSIS/HFW	Children answer 0–5 multiple-choice items correctly . . .	. . . assign Lesson 50 on Short Vowels: Initial Blends and Lesson 54 on Plurals from the ***Tier 2 Phonics/Word Study Intervention online PDFs.***

Response to Intervention

Use children's assessment results to assist you in identifying children who will benefit from focused intervention.

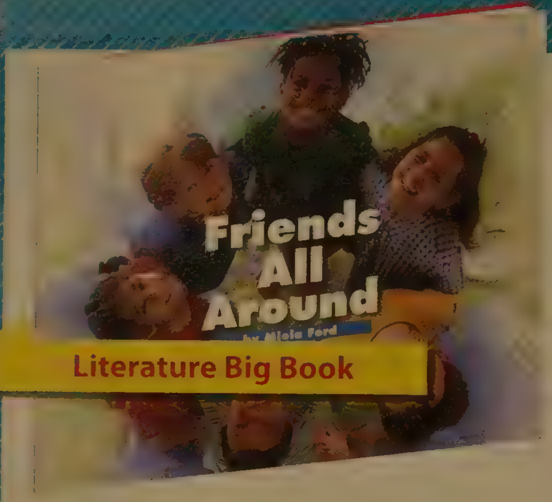
Use the appropriate sections of the ***Placement and Diagnostic Assessment*** to designate children requiring:

TIER 2 **Intervention Online PDFs**

TIER 3 **WonderWorks Intervention Program**

WEEKLY OVERVIEW

TEACH AND MODEL


Friends All Around
by Miela Ford

Literature Big Book

Listening Comprehension

Comprehension Strategy *Ask and Answer Questions* T244–T245

CCSS Genre Nonfiction

Essential Question
What do friends do together?
Read about how friends play together.

Go Digital!

Toss!
Kick!
Hop!

Close Reading

Shared Reading *Toss! Kick! Hop!*, 74–83

Genre Nonfiction

Lexile 290

Words to Know T249

fun, make, they, too

Wonders
Wonders
Reading/Writing Workshop

Big Book and Little Book
Reading/Writing Workshop

Minilessons

✓ Tested Skills CCSS

✓ **Phonics**	Short *o*, T250–T251
✓ **Comprehension Skill**	Key Details, T261
✓ **Writing Traits**	Organization, T270
✓ **Grammar**	Questions and Exclamations, T271

Go Digital

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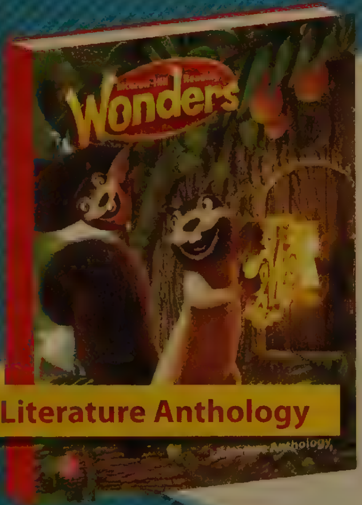
LET'S BE FRIENDS

Essential Question

What do friends do together?

APPLY WITH CLOSE READING


Wonders
Literature Anthology

Literature Anthology

Complex Text

Friends
by Nina Crews

Friends, 68–81

Genre Nonfiction

Lexile 60

PAIRED READ

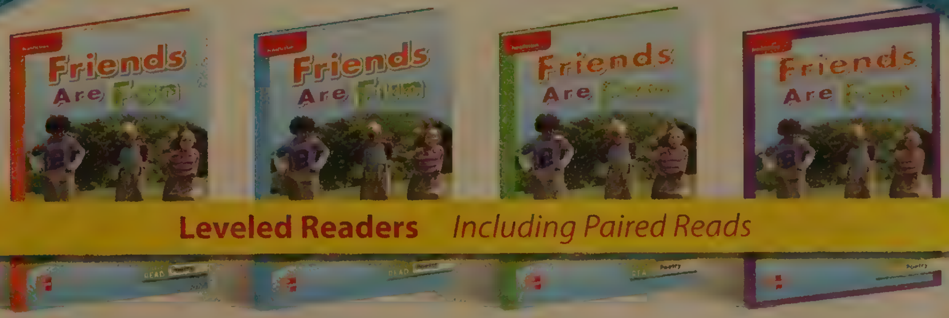
There Are Days
And There Are Days
Beatrice Schenk de Regniers

"There Are Days and There Are Days," 84–85

Genre Poetry

Lexile N/A

Differentiated Text


Friends Are Fun

Leveled Readers *Including Paired Reads*

APPROACHING	ON LEVEL	BEYOND	ELL
Lexile 130	**Lexile** 110	**Lexile** 350	**Lexile** 100

Extended Complex Text

The Busy Body Book: A Kid's Guide to Fitness

Genre Nonfiction

Lexile 680

A Kid's Guide to Fitness
Go, Go, Go!

Classroom Library

Go, Go, Go!: Kids on the Move

Genre Nonfiction

Lexile BR

Classroom Library lessons available online.

BR = Epitome of a beginning reader

"Book Cover [illegible] copyright [illegible] Dragonfly Books, from THE BUSY BODY BOOK by Lizzy Rockwell [illegible] Publishers, an imprint of Random House

TEACH AND MANAGE

How You Teach

INTRODUCE

Weekly Concept
Let's Be Friends

Just for Fun

Reading/Writing Workshop
40–51

TEACH

Listening Comprehension
Friends All Around

Close Reading
Toss! Kick! Hop!

Minilessons
Key Details, Nonfiction, Short *o*, High-Frequency Words

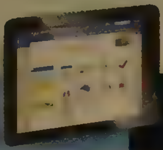
APPLY

Close Reading
Friends
"There Are Days and There Are Days"

Go Digital

Interactive Whiteboard

Interactive Whiteboard

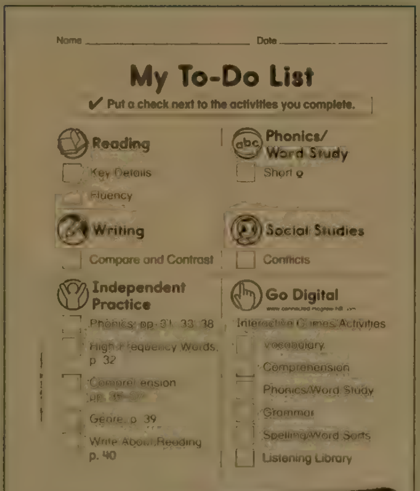


Mobile

How Students Practice

WEEKLY CONTRACT

PDF Online



Name ____________ Date ____________

My To-Do List

✔ Put a check next to the activities you complete.

Reading
☐ Key Details
☐ Fluency

Phonics/Word Study
☐ Short *o*

Writing
☐ Compare and Contrast

Social Studies
☐ Conflicts

Independent Practice
☐ Phonics: pp. 31, 33, 38
☐ High-Frequency Words, p. 32
☐ Comprehension pp. 35–37
☐ Genre, p. 39
☐ Write About Reading p. 40

Go Digital
Interactive Games/Activities
☐ Vocabulary
☐ Comprehension
☐ Phonics/Word Study
☐ Grammar
☐ Spelling/Word Sorts
☐ Listening Library

Contracts

LEVELED PRACTICE AND ONLINE ACTIVITIES

Your Turn Practice Book
31–40

Grade 1
Wonders
Your Turn
Practice Book

Leveled Readers

Friends Are Fun

Go Digital

Online To-Do List

Leveled Activities

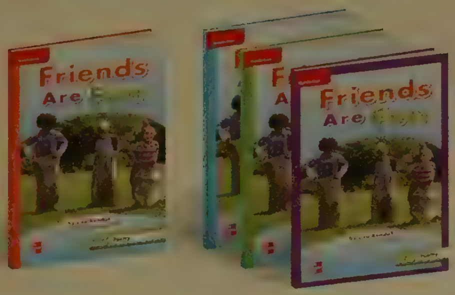
Mobile

WEEK 4

DIFFERENTIATE

SMALL GROUP INSTRUCTION

Leveled Readers



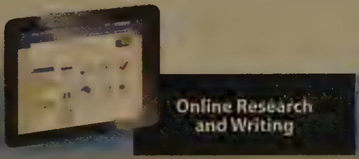
Mobile

INTEGRATE

Research and Inquiry
Make a Poster, T278–T279

Text Connections
Let's Be Friends, T280

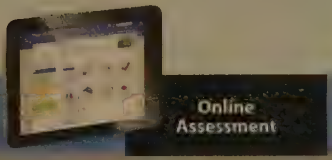
Write About Reading
Analyze Key Details, T281


Online Research and Writing

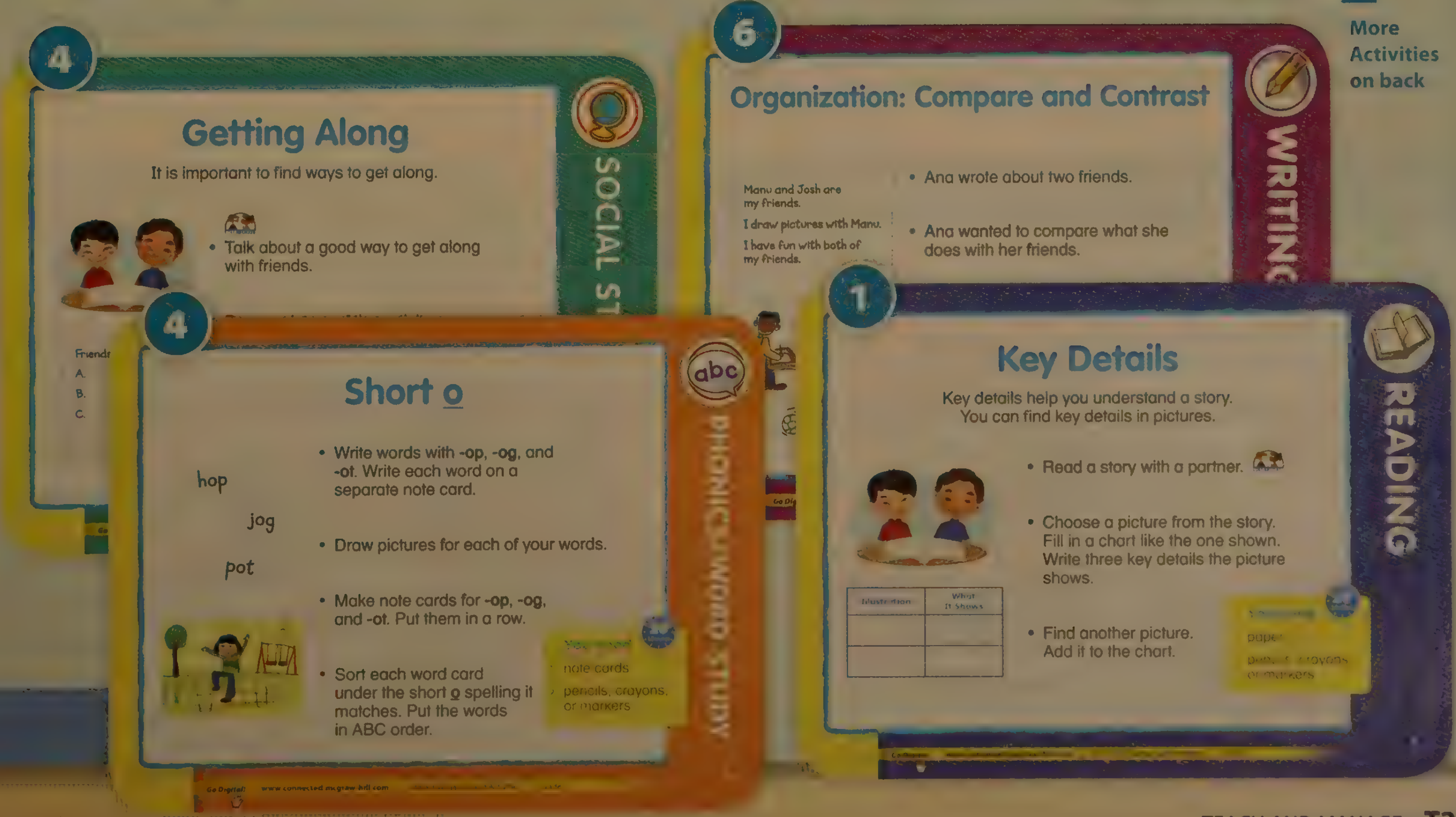
ASSESS

Wonders
Weekly Assessment

Weekly Assessment
31–40


Online Assessment

LEVELED WORKSTATION CARDS



4

Getting Along

It is important to find ways to get along.

- Talk about a good way to get along with friends.

Friends
A.
B.
C.

SOCIAL ST

6

Organization: Compare and Contrast

Manu and Josh are my friends.
I draw pictures with Manu.
I have fun with both of my friends.

- Ana wrote about two friends.
- Ana wanted to compare what she does with her friends.

WRITING

4

Short o

hop
jog
pot

- Write words with -op, -og, and -ot. Write each word on a separate note card.
- Draw pictures for each of your words.
- Make note cards for -op, -og, and -ot. Put them in a row.
- Sort each word card under the short o spelling it matches. Put the words in ABC order.

note cards
pencils, crayons, or markers

PHONICS/WORD STUDY

1

Key Details

Key details help you understand a story. You can find key details in pictures.

- Read a story with a partner.
- Choose a picture from the story. Fill in a chart like the one shown. Write three key details the picture shows.
- Find another picture. Add it to the chart.

Illustration	What It Shows

paper
pencils, crayons, or markers

READING

More Activities on back

DEVELOPING READERS AND WRITERS

Write About Reading • Analytical Writing

Write to Sources and Research

Note Taking, T269A

Key Details, T269B

Author's Purpose, T269H

Make Connections: Essential Question, T269J

Research and Inquiry, T278

Analyze to Inform/Explain, T281

Comparing Texts, T287, T297, T301, T307

Wonders
Grade 1
Unit 1

Teacher's Edition

Wonders
Your Turn

Key Details, pp. 35–37
Write About Reading, p. 40

Your Turn Practice Book

Friends Are Fun
Friends Are Fun
Friends Are Fun
Friends Are Fun

Leveled Readers
Comparing Texts

Interactive Whiteboard

Writing Process • Independent Writing

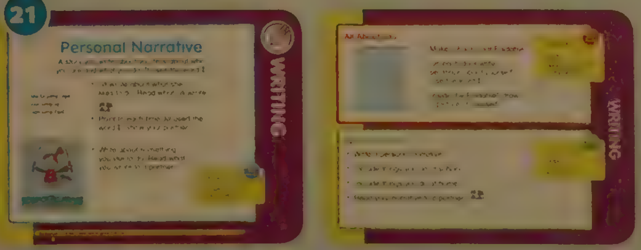
Narrative Text
Personal Narrative, T270–T271

Conferencing Routines
Peer Conferences, T276

Interactive Whiteboard

Wonders
Grade 1
Unit 1

Teacher's Edition


21
Personal Narrative
WRITING
WRITING

Leveled Workstation Card
Personal Narrative, Card 21

Writing Traits • Shared and Interactive Writing

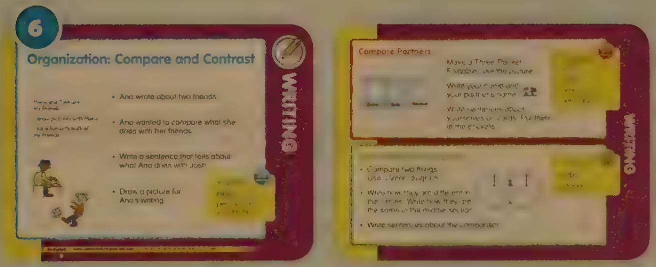
Writing Trait: Organization
Personal Narrative, T252

Conferencing Routines
Peer Conferences, T276

Teacher's Edition

Organization: Questions and Exclamations, pp. 86–87

Reading/Writing Workshop


6
Organization: Compare and Contrast
WRITING
Compare Partners
WRITING

Leveled Workstation Card
Organization: Compare and Contrast, Card 6

Interactive Whiteboard

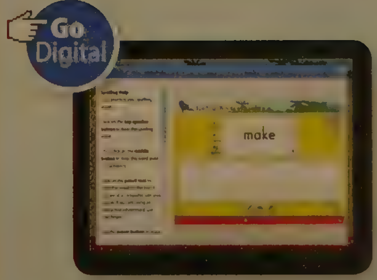
Grammar and Spelling

Grammar
Questions and Exclamations, T253

Spelling
Words with Short *o*, T248

Interactive Whiteboard

Teacher's Edition

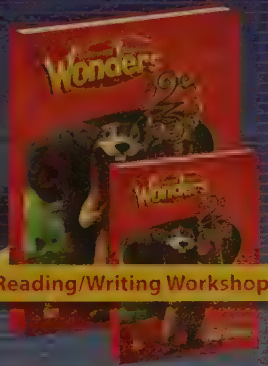

Go Digital
make

Online Spelling and Grammar Games

Handwriting

SUGGESTED LESSON PLAN

✓ TESTED SKILLS CCSS

		DAY 1	DAY 2
Whole Group	**READING** Teach, Model, and Apply  Reading/Writing Workshop	**Build Background** Let's Be Friends, T242–T243 **Oral Vocabulary Words** *cooperate, relationship,* T242 **Listening Comprehension** **Big Book** *Friends All Around,* T244 Strategy: Ask and Answer Questions, T245 **Word Work** T246–T249 Fluency: Sound-Spellings Phonemic Awareness: Phoneme Categorization Phonics/Spelling: Introduce Short *o* High-Frequency Words: *fun, make, they, too* **Shared Reading** *Toss! Kick! Hop!,* T250–T251 **Practice** Your Turn, p. 31	**Oral Language** Let's Be Friends, T254 **Oral Vocabulary Words** *chore, collect, deliver,* T254 **Listening Comprehension** Strategy: Ask and Answer Questions, T255 **Interactive Read-Aloud Cards** "Games Long Ago," T255 **Word Work** T256–T259 Fluency: Sound-Spellings Phonemic Awareness: Phoneme Segmentation Phonics/Spelling: Review Short *o* Structural Analysis: Alphabetical Order High-Frequency Words: *fun, make, they, too* **Shared Reading** *Toss! Kick! Hop!,* T260–T261 ✓**Comprehension** •Genre: Informational Text/Nonfiction, T260 •Skill: Key Details, T261 **Practice** Your Turn, pp. 32–34
	DIFFERENTIATED INSTRUCTION Choose across the week to meet your children's needs.		
Small Group	Approaching Level 	**Leveled Reader** *Friends Are Fun,* T286–T287 **Phonological Awareness** Identify and Generate Rhyme, T288 TIER 2 **Phonics** Connect *o* to /o/, T290 TIER 2 **High-Frequency Words** Review, T293	**Leveled Reader** *Friends Are Fun,* T286–T287 **Phonological Awareness** Phoneme Categorization, T288 TIER 2 **Phonics** Blend Words with Short *o*, T290 TIER 2 **High-Frequency Words** Reteach, T293 **Comprehension** Identify Details, T294 TIER 2
	On Level 	**Leveled Reader** *Friends Are Fun,* T296–T297 **Phonics** Build Words with Short *o*, T298	**Leveled Reader** *Friends Are Fun,* T296–T297 **High-Frequency Words** Review Words, T298
	Beyond Level 	**Leveled Reader** *Friends Are Fun,* T300–T301 **Oral Vocabulary** Antonyms, T302	**Leveled Reader** *Friends Are Fun,* T300–T301 **Oral Vocabulary** Antonyms, T302
	English Language Learners 	**Shared Read** *Toss! Kick! Hop!,* T304–T305 **Phonological Awareness** Identify and Generate Rhyme, T288 **Phonics** Connect *o* to /o/, T290 **Vocabulary** Preteach Oral Vocabulary, T308	**Leveled Reader** *Friends Are Fun,* T306–T307 **Phonological Awareness** Phoneme Categorization, T288 **Phonics** Blend Words with Short *o*, T290 **Vocabulary** Preteach ELL Vocabulary, T308
Whole Group	**LANGUAGE ARTS** Writing Grammar	**Shared Writing** Writing Trait: Organization, T252 Personal Narrative, T252 **Grammar** •Questions and Exclamations, T253 Mechanics: Question and Exclamation Marks, T253	**Interactive Writing** Writing Trait: Organization, T262 Personal Narrative, T262 **Grammar** •Questions and Exclamations, T263 Mechanics: Question and Exclamation Marks, T263

Go Digital

CUSTOMIZE YOUR OWN LESSON PLANS

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WEEK 4

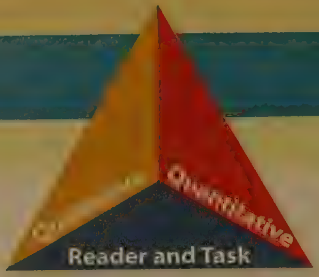
DAY 3	DAY 4	DAY 5 Review and Assess
		READING
Oral Language Let's Be Friends, T264 **Review Oral Vocabulary** *chore, collect, cooperate, deliver, relationship,* T264 **Listening Comprehension** **Big Book** *Friends All Around,* T265 •Strategy: Ask and Answer Questions, T265 •Retelling, T265 •Fluency: Phrasing, T265 **Word Work** T266–T269 Fluency: Sound-Spellings Phonemic Awareness: Phoneme Deletion Phonics/Spelling: Blend Words with Short *o,* Structural Analysis: Alphabetical Order High-Frequency Words: *fun, make, they, too* **Close Reading** *Friends,* T269A–T269J Analytical Writing **Practice** Your Turn, pp. 35–37	**Oral Language** Let's Be Friends, T272 **Comprehension** Literary Element: Rhyme, T272 **Close Reading** "There Are Days and There Are Days," T273 **Word Work** T274–T275 Fluency: Sound-Spellings Phonological Awareness: Identify and Generate Rhyme Phonics/Spelling: Build Words with Short *o* Structural Analysis: Alphabetical Order High-Frequency Words: *fun, make, they, too* **Integrate Ideas** Research and Inquiry, T278–T279 **Practice** Your Turn, pp. 38–39	**Integrate Ideas** •Text Connections, T280 •Write About Reading, T125 Analytical Writing **Word Work** T282–T283 Fluency: Word Automaticity Phonemic Awareness: Phoneme Blending/ Segmentation Phonics/Spelling: Blend and Build Words with Short *o* Structural Analysis: Alphabetical Order High-Frequency Words: *fun, make, they, too* **Practice** Your Turn, p. 40
		DIFFERENTIATED INSTRUCTION
Leveled Reader *Friends Are Fun,* T286–T287 **Phonological Awareness** Phoneme Deletion, T289 **Phonics** Build Words with Short *o,* T291 **Structural Analysis** Review Alphabetical Order, T292 **Comprehension** Review Key Details, T295	**Leveled Reader** Paired Read: "I Like to Play," T287 Analytical Writing **Phonological Awareness** Phoneme Segmentation, T289 **Phonics** Blend Words with Short *o,* T291 **Structural Analysis** Reteach Alphabetical Order, T292 **Comprehension** Read for Fluency, T294 TIER 2	**Leveled Reader** Literature Circles, T287 **Phonics** Build Fluency with Phonics, T291 **High-Frequency Words** Cumulative Review, T293 **Comprehension** Self-Selected Reading, T295
Leveled Reader *Friends Are Fun,* T296–T297 **Comprehension** Review Key Details, T299	**Leveled Reader** Paired Read: "I Like to Play," T297 Analytical Writing	**Leveled Reader** Literature Circles, T297 **Comprehension** Self-Selected Reading, T299
Leveled Reader *Friends Are Fun,* T300–T301 **Comprehension** Review Key Details, T303	**Leveled Reader** Paired Read: "I Like to Play," T301 Analytical Writing	**Leveled Reader** Literature Circles, T301 **Comprehension** Self-Selected Reading, T303
Leveled Reader *Friends Are Fun,* T306–T307 **Phonological Awareness** Phoneme Deletion, T289 **Phonics** Build Words with Short *o,* T291 **Structural Analysis** Review Alphabetical Order, T292 **High-Frequency Words** Review Words, T309 **Writing** Writing Trait: Organization, T310	**Leveled Reader** Paired Read: "I Like to Play," T307 Analytical Writing **Phonological Awareness** Phoneme Segmentation, T289 **Structural Analysis** Reteach Alphabetical Order, T292 **High-Frequency Words** Reteach Words, T309 **Grammar** Questions and Exclamations, T311	**Leveled Reader** Literature Circles, T307 **Phonics** Blend Words with Short *o,* T291 **Spelling** Words with Short *o,* T310
		LANGUAGE ARTS
Independent Writing Writing Trait: Organization, T270 Personal Narrative: Prewrite/Draft, T270–T271 **Grammar** •Questions and Exclamations, T271 Mechanics: Question and Exclamation Marks, T271	**Independent Writing** Writing Trait: Organization, T276 Personal Narrative: Revise/Proofread/Edit, T276–T277 **Grammar** •Questions and Exclamations, T277 Mechanics: Question and Exclamation Marks, T277	**Independent Writing** Personal Narrative: Publish and Present, T284 **Grammar** •Questions and Exclamations, T285 Mechanics: Question and Exclamation Marks, T285

DIFFERENTIATE TO ACCELERATE

ACT Scaffold to Access Complex Text

IF the text complexity of a particular selection is too difficult for children

THEN see the references noted in the chart below for scaffolded instruction to help children Access Complex Text.



TEXT COMPLEXITY

	Big Book	Reading/Writing Workshop	Literature Anthology	Leveled Readers
Quantitative	*Friends All Around* **Lexile** 220	*Toss! Kick! Hop!* **Lexile** 290	*Friends* **Lexile** 60 "There Are Days and There Are Days" **Lexile** NP	**Approaching Level** **Lexile** 130 **On Level** **Lexile** 110 **Beyond Level** **Lexile** 350 **ELL** **Lexile** 100
Qualitative	What Makes the Text Complex? • **Organization,** T265 • **Connections of Ideas,** T265 *See Scaffolded Instruction in Teacher's Edition, T265.*	What Makes the Text Complex? **Foundational Skills** • Decoding with short *o*, T246–T247 • Reading words in alphabetical order, T257 • Identifying high-frequency words, T249 *See Scaffolded Instruction in Teacher's Edition, T246–T247, T249, and T257.*	What Makes the Text Complex? **Foundational Skills** • Decoding with short *o*, T266–T267 • Reading words in alphabetical order, T267 • Identifying high-frequency words, T269	What Makes the Text Complex? **Foundational Skills** • Decoding with short *o* • Reading words in alphabetical order • Identifying high-frequency words *fun make they too* *See Level Up lessons online for Leveled Readers.*
Reader and Task	The Introduce the Concept lesson on pages T242–T243 will help determine the reader's knowledge and engagement in the weekly concept. See pages T244–T245, T265, and T278–T281 for questions and tasks for this text.	The Introduce the Concept lesson on pages T242–T243 will help determine the reader's knowledge and engagement in the weekly concept. See pages T250–T251, T260–T261, and T278–T281 for questions and tasks for this text.	The Introduce the Concept lesson on pages T242–T243 will help determine the reader's knowledge and engagement in the weekly concept. See pages T269A–T269J, T273, and T278–T281 for questions and tasks for this text.	The Introduce the Concept lesson on pages T242–T243 will help determine the reader's knowledge and engagement in the weekly concept. See pages T286–T287, T296–T297, T300–T301, T306–T307, and T278–T281 for questions and tasks for this text.

Classroom Library Tradebooks: See pages T413–T415 for model lessons.

WEEK 4

Monitor and Differentiate

IF you need to differentiate instruction

THEN use the Quick Checks to assess children's needs and select the appropriate small group instruction focus.

✓ Quick Check

Comprehension Strategy Ask and Answer Questions, T245

Comprehension Skill Key Details, T261

Phonics Short *o*, T249, T259, T269, T275, T283

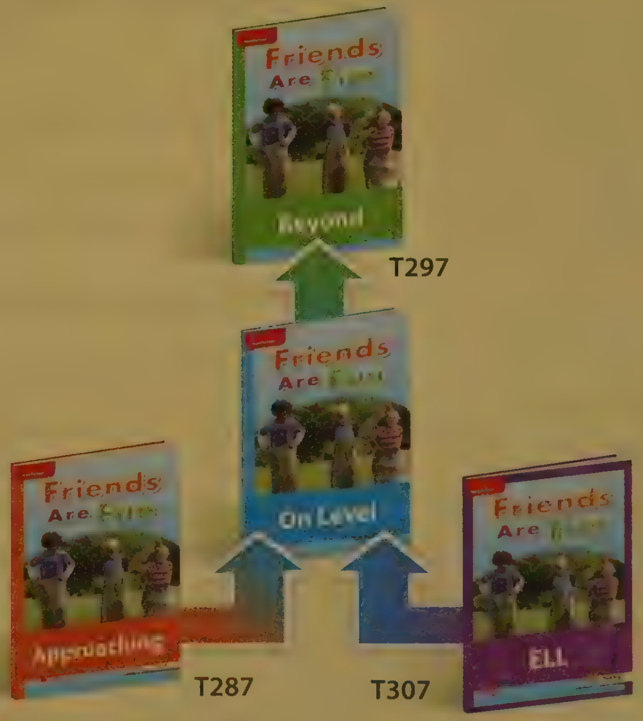
High-Frequency Words T249, T259, T269, T275, T283

If No →	Approaching Level	**Reteach** T286–T295
	ELL	**Develop** T304–T311
If Yes →	On Level	**Review** T296–T299
	Beyond Level	**Extend** T300–T303

Level Up with Leveled Readers

IF children can read their leveled text fluently and answer comprehension questions

THEN work with the next level up to accelerate children's reading with more complex text.



ENGLISH LANGUAGE LEARNERS SCAFFOLD

IF ELL students need additional support **THEN** scaffold instruction using the small group suggestions.

Shared Read	Leveled Reader	Phonological Awareness	Phonics	Words to Know	Writing	Spelling	Grammar
Toss! Kick! Hop!, T304–T305	*Friends Are Fun*, T306–T307 "I Like to Play," T307	Identify and Generate Rhyme, T288 Phoneme Categorization, T288 Phoneme Deletion, T289 Phoneme Segmentation, T289	Words with Short *o*, T290–T291 Structural Analysis, T292	*fun, make, they, too*, T293	Organization, T310	Words with Short *o*, T310	Questions and Exclamations, T311

Note: Include ELL Students in all small groups based on their needs.

Materials

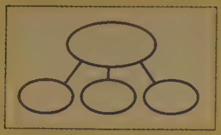
Reading/Writing Workshop
VOLUME 1

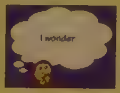
Reading/Writing Workshop Big Book
UNIT 1

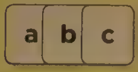
Literature Big Book
Friends All Around

Visual Vocabulary Cards
cooperate relationship

High-Frequency Word Cards
fun make they too


Teaching Poster


Think Aloud Clouds


Word-Building Cards

Sound-Spelling Cards

Introduce the Concept

MINILESSON
5 Mins

Build Background

ESSENTIAL QUESTION

What do friends do together?

Tell children that this week they will be talking and reading about things friends do when they are together.

Oral Vocabulary Words

Tell children that you will share some words that they can use as they discuss being with friends. Use the Define/Example/Ask routine to introduce the oral vocabulary words **cooperate** and **relationship**.

Visual Vocabulary Cards

Oral Vocabulary Routine

Define: When you **cooperate** with somebody, you work together to get something done.

Example: If the children cooperate by working together, they will be able to clean up the kitchen quickly.

Ask: Can you think of a time when you and your friends or family cooperated to get something done?

Define: When you have a **relationship** with someone, you have a connection with that person.

Example: I have a good relationship with my brother. We get along well.

Ask: Can you name some people you have a good relationship with?

Discuss the theme of "Let's Be Friends" and discuss what it means to be a friend. Have children tell why it's good to have friends. Ask: *What do friends do together? How do friends treat each other?*

Reading/Writing Workshop Big Book

OBJECTIVES

CCSS Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). **SL.1.1a**

- Build background knowledge
- Discuss the Essential Question

ACADEMIC LANGUAGE

- *question, vocabulary*
- Cognate: *vocabulario*

Go Digital

Just for Fun
Let's Be Friends

Video

Visual Glossary

Graphic Organizer

Weekly Concept Let's Be Friends
Essential Question
What do friends do together?
Go Digital!
Just for Fun
Talk About It
What do you and your friends do together?
68
69

READING/WRITING WORKSHOP, pp. 68–69

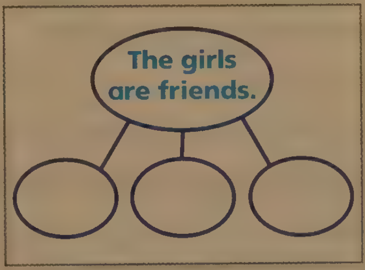
Talk About It: Let's Be Friends

Guide children to discuss what the children are doing.

- What are the children doing together?
- How do you think they might feel?

Use Teaching Poster 40 and prompt children to complete the Word Web by filling in details about the friends in the photograph.

Have children look at page 69 of their Reading/Writing Workshop and do the Talk About It activity with a partner.


The girls are friends.

Teaching Poster

Collaborative Conversations

Be Open to All Ideas As children engage in partner, small-group, and whole-group discussions, remind them:

- that everyone's ideas are important and should be heard.
- not to be afraid to ask a question if something is unclear.
- to respect the opinions of others.

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Use Visuals Point to the girls. Say: *These girls are friends. They have a camera. Are they taking a picture? Are they happy?*

Intermediate

Describe Ask children to describe the friends. Ask: *Do they look like they are having fun? What are they doing?*

Advanced/Advanced High

Discuss Have children elaborate on what friends do together. Ask: *What else do you think these friends do when they play together? Do you like to do that, too? Why?* Model correct pronunciation as needed.

Listening Comprehension

Friends All Around

Literature Big Book

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

CCSS Demonstrate understanding of the organization and basic features of print. **RF.1.1**

Develop concept understanding

ACADEMIC LANGUAGE

label, ask, answer

MINILESSON 10 Mins

Read the Literature Big Book

Connect to Concept: Let's Be Friends

Tell children that they will now read about friends in different parts of the world and the things they do together. Ask: *What do you think friends in other parts of the world do together?*

Concepts of Print

Book Handling and Labels Remind children that we hold a book right-side-up while reading. As you read *Friends All Around*, point to the labels. Explain that the words in the labels are not part of the sentences; rather, they give extra information about the photographs. Have children point to the labels as you read them. See prompts in the Big Book for modeling concepts of print.

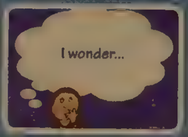
Set a Purpose for Reading

- Display the Big Book, *Friends All Around.*
- Read aloud the title and the name of the author.
- Ask children to listen to the Big Book to find out things that friends do together.

Go Digital

Friends All Around

Friends All Around



Ask and Answer Questions

Strategy: Ask and Answer Questions

① **Explain** Tell children that as they read the Big Book they can ask themselves questions about the text. This can help them understand the information.

Think Aloud One way to better understand a text is to ask questions about what is happening in the text and then look for the answers as you read. Today, as we read *Friends All Around*, ask yourself questions about what the friends are doing and where they are. Then look for answers in the words and photographs.

② **Model** As you read, use the Think Aloud Cloud to model applying the strategy.

Think Aloud Remember that you can ask questions as you read and then look for the answers in the text and photographs. The text says that some friends help each other. I wonder how they help each other? When I look at the photographs, I see one friend helping another to climb the rocks. I also see two friends with a book. I think the girl is helping the boy to read. As I read the pages, I will look for the answers to more of my questions.

③ **Guided Practice** As you continue to read the Big Book, pause to elicit questions from children. Guide them in asking questions about information they want to know more about. Ask: *What do you want to know about what friends in different countries do?* Help them phrase their answers as questions. Pause to ask children if they have learned the answers to any of their questions.

Respond to Reading

After reading, prompt children to share what they learned about friends around the world. Discuss what questions they asked themselves and how they found their answers. Prompt children to discuss what the kids in the selection do together and how they might resolve any conflicts that arise. If needed, reread any sections to help children answer their questions.

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Engage Display page 3 of *Friends All Around.* Say: *You can look at the illustrations to answer some questions. Are the man and the boy friends? What do they do together?*

Intermediate

Describe Display page 3 of *Friends All Around.* Say: *I wonder how people of different ages can be friends. I'll look for the answer in the illustrations. What can friends of different ages do together?*

Advanced/Advanced High

Explain Display page 5 of *Friends All Around. The text says some friends teach each other. What is the man teaching the boy? How is the girl teaching her friend? Let's look for the answer.*

Monitor and Differentiate

Quick Check

Can children apply the strategy ask and answer questions?

Small Group Instruction

If No →	Approaching	Reteach pp. T286–287
	ELL	Develop pp. T304–307
If Yes →	On Level	Review pp. T296–297
	Beyond Level	Extend pp. T300–301

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *o, bl, cl, fl, gl, pl, i, a, ck, b, c, d, f, g, h, j, k, l, m, n, r, s, t, v, w, x, y.* Have children say the sounds.

MINILESSON
5 Mins

Phonemic Awareness

OBJECTIVES

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Phoneme Categorization

❶ **Model** Model for children how to categorize words by their middle sound. Say: *Listen carefully as I say three words:* mop, cob, sit. *Two of these words have the same middle sound; one does not. That word does not belong in the group. Which word does not belong? The words* mop *and* cob *have the /o/ sound in the middle. The word* sit *does not have the /o/ sound in the middle.* Sit *does not belong.*

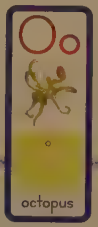
❷ **Guided Practice/Practice** Have children practice categorizing words by focusing on the middle sounds in the following word sets. Do the first set together. Say: *I am going to say a group of words. Listen for the middle sound. Tell me which word does not belong and why.*

mom, sat, pond
dot, hop, big
sip, not, him
sad, doll, bag

MINILESSON
10 Mins

Phonics

Introduce Short *o*



Sound-Spelling Card

❶ **Model** Display the Octopus **Sound-Spelling Card**. Teach /o/ spelled *o* using *on* and *mop*. Model writing the letter *o*. Use the handwriting models provided. Say: *This is the Octopus Sound-Spelling Card. The sound is /o/. The /o/ sound is spelled with the letter* o. *Say it with me: /ooo/. This sound is at the beginning of the word* octopus. *Listen: /oooktōpŭs/,* octopus. *I'll say /o/ as I write the letter several times.*

❷ **Guided Practice/Practice** Have children practice connecting the letter *o* to the sound /o/ by writing it. Say: *Now do it with me. Say /o/ as I write the letter* o. *Write the letter* o *five times as you say /o/.*

SKILLS TRACE

SHORT *o*

Introduce Unit 1 Week 4 Day 1

Review Unit 1 Week 4 Days 2, 3, 4, 5

Assess Unit 1 Week 4

Go Digital

Phonemic Awareness

Phonics

Handwriting

Blend Words with Short *o*

① **Model** Display **Word-Building Cards** *n, o, t.* Model how to blend the sounds. Say: *This is the letter* n. *It stands for /n/. This is the letter* o. *It stands for /o/. This is the letter* t. *It stands for /t/. Listen as I blend these sounds together: /nnnooot/. Say it with me.*

Continue by modeling the words *dot, job,* and *pot*.

② **Guided Practice/Practice** Display the Day 1 Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: */mmmooommm/. The word is* mom. Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

mom	lot	got	hop	hot	box
on	log	dog	doll	rock	sock
toss	floss	fox	fix	lost	pond
flip	flop	plop	block	black	clap

It is not hot.

Tom can hop a lot.

Bob lost a sock.

Also online

Day 1 Phonics Practice Activity

Corrective Feedback

Sound Error Model the sound that children missed, then have them repeat the sound. Say: *My turn.* Tap under the letter and say: *Sound? /o/ What's the sound?* Return to the beginning of the word. Say: *Let's start over.* Blend the word with children again.

Daily Handwriting

Throughout the week teach uppercase and lowercase letters *Oo* using the handwriting models.

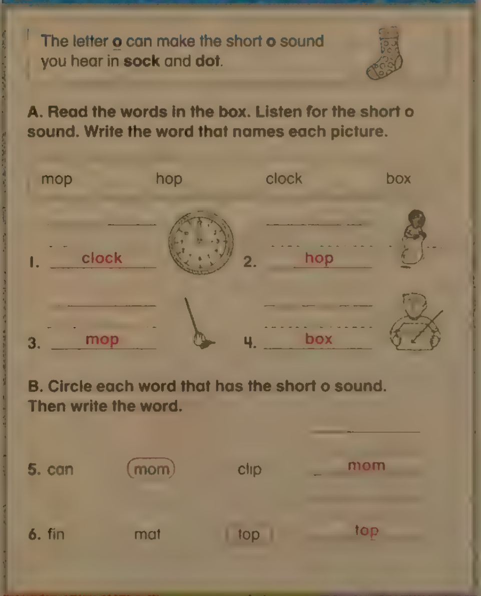
ELL

ENGLISH LANGUAGE LEARNERS

Phonemic Awareness: Minimal Contrasts Focus on articulation. Say /o/ and note your mouth position. Have children repeat. Use the Sound-Spelling Cards. Repeat for /a/. Have children say both sounds, noticing the differences. Continue with *hot/hat, top/tap, cot/cat.*

Phonics: Variations in Language In some languages, including Spanish, Hmong, Korean, Vietnamese, and Cantonese, the sound for /o/ is approximate. Emphasize /o/, and show correct mouth position. Practice with Approaching Level phonics lessons.

ON-LEVEL PRACTICE BOOK p. 31



The letter **o** can make the short **o** sound you hear in **sock** and **dot**.

A. Read the words in the box. Listen for the short o sound. Write the word that names each picture.

mop hop clock box

1. clock
2. hop
3. mop
4. box

B. Circle each word that has the short o sound. Then write the word.

5. can mom clip mom
6. fin mat top top

APPROACHING p. 31 | BEYOND p. 31 | ELL p. 31

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review last week's high-frequency words: *be, come, good, pull.*

MINILESSON 5 Mins

Spelling

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

Words with Short *o*

Dictation Use the Spelling Dictation routine to help children transfer their growing knowledge of sound-spellings to writing. Follow the Dictation routine.

Pretest After dictation, pronounce each spelling word. Read the sentence and pronounce the word again. Ask children to say each word softly, stretching the sounds, before writing it. After the pretest, display the spelling words and write each word as you say the letter names. Have children check their words.

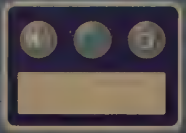
hop	The frog can **hop**.
top	The house is on **top** of a hill.
log	What lives in the **log**?
hog	A **hog** is a big pig.
hot	It is **hot** in the summer.
lot	I like school a **lot**!
flip	Can you **flip** a pancake?
black	A skunk is **black** and white.
they	**They** are too tired to play.
too	Do you like apples, **too**?

For Approaching Level and Beyond Level children, refer to the Differentiated Spelling Lists for modified word lists.

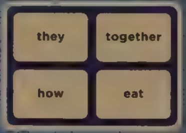
ENGLISH LANGUAGE LEARNERS

Pantomime Review the meanings of these words by using pictures, pantomime, or gestures when possible. Have children repeat or act out the word.

Go Digital



Spelling Word Routine



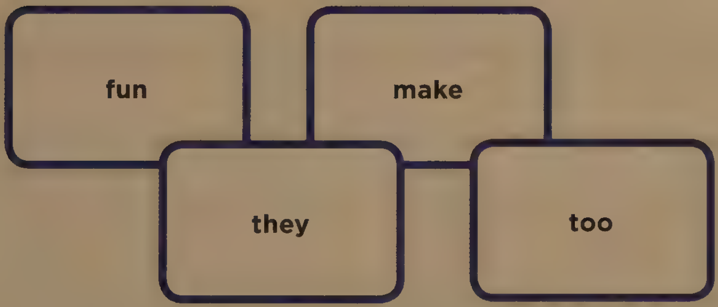
High-Frequency Word Routine

High-Frequency Words

fun, make, they, too

① **Model** Display the **High-Frequency Word Cards** *fun, make, they,* and *too.* Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *fun. This is the word* fun. *Say it with me:* fun. *It is fun to play.*
- **Spell** *The word fun is spelled* f-u-n. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* f-u-n.
- Follow the same steps to introduce *make, they,* and *too.*
- As children spell each word with you, point out the irregularities in sound-spellings, such as the long *a* sound spelled *ey* in the word *they.*
- Have partners create sentences using each word.



High-Frequency Word Cards

② **Guided Practice** Have children read the sentences. Prompt them to identify the high-frequency words in connected text and to blend the decodable words.

1. It is **fun** to play.
2. I can **make** a doll.
3. **They** will win.
4. Do you like dogs, **too**?

Monitor and Differentiate

Quick Check

Can children read and decode words with short *o*?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T290–293
	ELL	Develop pp. T304–311
If Yes →	On Level	Review pp. T298–299
	Beyond Level	Extend pp. T302–303

Shared Read

Reading/Writing Workshop Big Book and Reading/Writing Workshop

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Understand nonfiction genre

ACADEMIC LANGUAGE

- *information, facts, nonfiction*
- Cognates: *información, no ficción*

MINILESSON 10 Mins

Read *Toss! Kick! Hop!*

Model Skills and Strategies

Tell children that you will now read a selection called *Toss! Kick! Hop! As we read, look for the words* fun, make, they, *and* too. *Look for words in which the letter* o *stands for the /o/ sound.*

Story Words Display the words *together* and *houses*. Spell the words and model reading them. Tell children that they will be reading the words in the selection.

Guide children in reading *Toss! Kick! Hop!* Point out the high-frequency words and words in which *o* stands for /o/.

Genre: Informational Text/Nonfiction Tell children that *Toss! Kick! Hop!* is nonfiction. Tell children that a nonfiction selection:

- tells about real people, places, or things.
- tells about real events.
- gives information and facts.

Connect to Concept

ESSENTIAL QUESTION

COLLABORATE Read together the Essential Question on page 74 of the Reading/Writing Workshop. Discuss what the children do together. Guide children to connect what they have read to the Essential Question. *What do these friends do together?*

Go Digital

Toss! Kick! Hop!

Toss! Kick! Hop!

Genre Nonfiction

Essential Question

What do friends do together?

Read about how friends play together

Toss! Kick! Hop!

Kids play together.

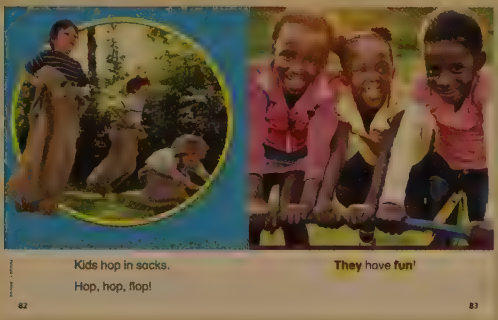
Kids zip, zip, zip.

Kids toss, toss, toss.

Kids kick, kick, kick, too!

Kids make block houses.

Kids make dolls.



Kids hop in sacks.
Hop, hop, flop!

They have fun!

READING/WRITING WORKSHOP, pp. 74–83

Lexile 290

Partner Reading

COLLABORATE

Have partners use their Reading/Writing Workshop to review the skills and strategies.

- Remind children that as they reread *Toss! Kick! Hop!* they can ask themselves questions and find the answers in the words and photographs.
- Have children use pages 70–71 to review high-frequency words *fun, make, they, too.*
- Have children use pages 72–73 to review that the letter *o* can stand for the sound /o/. Guide them to blend the sounds to read the words.
- Have children reread *Toss! Kick! Hop!* with a partner. Guide them to apply the skills and strategies. Ask children to name features of the selection that tell them it is nonfiction.

Language Arts

MINILESSON 5

Shared Writing

OBJECTIVES

CCSS Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **W.1.3**

CCSS Use end punctuation for sentences. **L.1.2b**

ACADEMIC LANGUAGE

- *compare, contrast*
- Cognates: *comparar, contrastar*

Writing Trait: Organization

① **Model** Tell children that they will now reread *Toss! Kick! Hop!* paying attention to how the author organizes the information. Explain: *An author may compare and contrast to organize information in a text. To compare and contrast, the author uses pictures and words to tell how two things are alike and different.*

② **Guided Practice/Practice** Reread *Toss! Kick! Hop!* Point out examples of comparison and contrast. Reread pages 78–79. Say: *Let's compare. What are the children playing with on both of these pages?* (a ball) *Let's contrast. How is their play different?* (One group of kids is tossing the ball; one group is kicking the ball.)

→ Prompt children to understand that the author shows similar ways children play while pointing out the differences.

Personal Narrative

Focus and Plan Tell children that this week they will be writing sentences for a personal narrative. Explain: *When something is personal, it has to do with yourself. When we write sentences about ourselves, it is called a personal narrative. Our sentences will tell things that really happened.*

COLLABORATE

Brainstorm Display a compare and contrast chart using Teaching Poster 42. Brainstorm ideas for a personal narrative about different ways we play with friends. Write "Rain" at the top of the first column and "Sun" at the top of the second column. Add pictures of rain and the sun. Prompt children with questions, such as: *What kinds of things do we play when it rains? What kinds of things do we play when it's sunny?* Record children's ideas on the compare and contrast chart.

Write Tell children that you will write a personal narrative about different ways we play with friends. Model writing sentences based on the chart. Say: *Let's start by telling how we play when it rains. On our chart, we said when it rains we decorate a big box and turn it into a house. Let's write: When it is wet, we make a box into a house.* Work together to write sentences to compare and contrast ways children play.

Go Digital

Graphic Organizer

Writing

I see a fish.

Grammar

MINILESSON 5 Mins

Grammar

Questions and Exclamations

① **Model** Tell children that a question is a sentence that asks something and ends with a question mark. Display the sentences and read them aloud:

Rob can hop.

Can Rob hop?

Ask children to identify the statement and the question. Point out the difference in word order. Ask: *How is the word order in the statement different from the word order in the question?*

Next, tell children that an exclamation shows strong feeling or excitement and ends with an exclamation mark. Add the following sentence:

Rob can hop!

Read the sentence aloud with enthusiasm. Ask children to tell how the exclamation is different from the statement *Rob can hop.*

② **Guided Practice/Practice** Display the sentences below and read them aloud. Have children work together to read the sentences and identify the questions and exclamations.

Did Cam fix the fan? (question)

The pan is hot! (exclamation)

The cat is very big! (exclamation)

Will Liz come to school? (question)

COLLABORATE **Talk About It** Have partners work together to orally generate sentences that either ask a question or convey excitement.

Mechanics: Question and Exclamation Marks

① **Model** Remind children that a question always ends with a question mark. An exclamation always ends with an exclamation mark.

② **Guided Practice** Prompt children to correct each sentence.

The dog did a flip (The dog did a flip!)

Can nat flip (Can Nat flip?)

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Distinguish Sentences Say: *A question asks for an answer.* Read the first Practice sentence. Ask: *Does it ask for an answer?* Have children point to the question mark. Repeat with the other sentences. Restate responses using complete sentences.

Intermediate

Explain Read the first Practice sentence and ask if it is a question or an exclamation. Ask: *How do you know?* Repeat with the other sentences. Allow children ample time to respond.

Advanced/Advanced High

Expand Have children ask questions. Write them. Have children underline the question word and circle the question mark. Help children find a pattern in question word order.

Daily Wrap Up

- Review the Essential Question and encourage children to discuss using the new oral vocabulary words. Ask: *What did you learn about what friends do when they play together?*
- Prompt children to share what skills they learned. How might they use those skills?

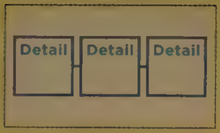
Materials

Reading/Writing Workshop
VOLUME 1

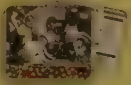
Reading/Writing Workshop Big Book
UNIT 1

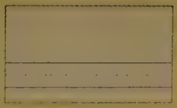
Visual Vocabulary Cards
chore
collect
cooperate
deliver
relationship

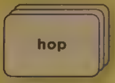
High-Frequency Word Cards
fun make they too



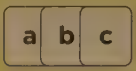
Teaching Poster


Interactive Read-Aloud Cards


Response Board



Spelling Word Cards



Word-Building Cards

Sound-Spelling Cards

Build the Concept

Oral Language

OBJECTIVES

CCSS Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.2**

- Develop oral language
- Discuss the Essential Question

ACADEMIC LANGUAGE

- *illustrations, text*
- Cognates: *ilustraciones, texto*

ESSENTIAL QUESTION

Remind children that this week you've been talking and reading about what friends do when they play together. Remind them of the girls taking a picture of themselves, the friends all around the world, and the friends kicking and hopping. Guide children to discuss the Essential Question using information from what they read and talked about on Day 1.

Oral Vocabulary Words

Review the oral vocabulary words *cooperate* and *relationship* from Day 1. Use the Define/Example/Ask routine to introduce the oral vocabulary words *chore, collect,* and *deliver*. Prompt children to use the words as they discuss what friends do together.

Oral Vocabulary Routine

Define: A **chore** is a small job you must do.

Example: Rick's chore each week is to sweep the floor.

Ask: What chores do you do at home?

Define: To **collect** is to gather things together.

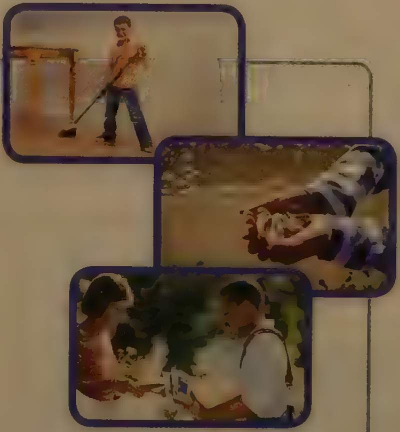
Example: Maya collects pretty seashells and keeps them in a box.

Ask: What do you like to collect?

Define: When you **deliver** something, you take it to the person it belongs to.

Example: The mail carrier delivers letters and packages to each house.

Ask: What else can people have delivered to their homes?


Visual Vocabulary Cards

Go Digital

Visual Glossary

"Games Long Ago"

Listening Comprehension

Read the Interactive Read Aloud

Strategy: Ask and Answer Questions

"Games Long Ago"

Remind children that as they read, they can ask questions about the text and images. Then they can continue reading to find the answers. Model using the Think Aloud Cloud to apply the strategy.

Think Aloud *When I read, I can ask myself questions about the words and photographs or illustrations. Then I can read on to find the answers. That helps me better understand what I am reading. I could ask myself, How do you play this game? I'll find the answer by reading the words and looking at the illustrations.*

Tell children that you will be reading true facts and information about games people played long ago. Display the Interactive Read-Aloud Cards as you read "Games Long Ago."

- Pause to model using the strategy. As you read, prompt children to ask questions periodically. Guide them to find the answers in the text and photographs.

Make Connections

Guide children to discuss what they learned about games in the selection. *What games do the friends in the selection play?*

ENGLISH LANGUAGE LEARNERS

Directionality Ask children to point to where you start reading (top left). Ask where you finish reading on the card (bottom right).

(t) Vintage Images/Archive Photos/Getty Images; (b) Purestock/SuperStock

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *o, bl, cl, fl, gl, pl, i, a, ck, b, c, d, f, g, h, j, k, l, m, n, r, s, t, v, w, x, y.* Have children say the sounds. Repeat, and vary the pace.

MINILESSON 5 Mins

Phonemic Awareness

OBJECTIVES

CCSS Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d**

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Alphabetize words

Phoneme Segmentation

❶ **Model** Use the **Response Board** and markers to show children how to segment words. Say: *I am going to say a word. Then I will say the sounds in the word. The word is* flop. *Listen: /f/ /l/ /o/ /p/. The first sound is /fff/. The second sound is /lll/. The next sound is /ooo/. The last sound is /p/. I'll place a marker in a box for each sound I hear: /fff/ /lll/ /ooo/ /p/. This word has four sounds. Say the word with me:* flop.

❷ **Guided Practice/Practice** Have children practice segmenting words. Do the first two together. Say: *I am going to say some more words. Stretch the sounds in the word with me. Place a marker in a box for each sound you hear.*

on	lot	slot	lock	clock	block
job	pot	mom	plop	dog	fox

MINILESSON 5 Mins

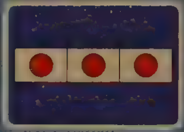
Phonics

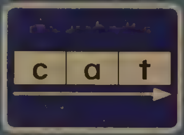
Review Short *o*

❶ **Model** Display the Octopus **Sound-Spelling Card**. Review the sound /o/ spelled *o* using the words *on* and *dog*.

❷ **Guided Practice/Practice** Have children practice connecting the letter and sound. Point to the Sound-Spelling Card. Ask: *What is this letter? What sound does it stand for?*

Go Digital


Phonemic Awareness



Phonics

I __ the jar.
fill
fills
filling
Structural Analysis

Handwriting

Blend Words with Short *o*

① **Model** Display **Word-Building Cards** *h, o, p* to form the word *hop*. Model how to generate and blend the sounds to say the word. Say: *This is the letter* h. *It stands for /h/. This is the letter* o. *It stands for /o/. This is the letter* p. *It stands for /p/. Listen as I blend these sounds together: /hooop/. Say it with me:* hop.

Continue by modeling the words *pop, box,* and *toss.*

② **Guided Practice/Practice** Repeat the routine with children with *lot, mom, pot, rock, dog, doll, sock, block, flop, clock, got, hog, Ron.*

Build Words with Short *o*

① **Model** Display the Word-Building Cards *p, o, t.* Blend: /p/ /o/ /t/, /pooot/, *pot.*

Replace *t* with *d* and repeat with *pod.*

Change *d* to *p* and repeat with *pop.*

② **Guided Practice/Practice** Continue with *plop, slop, slot, lot, got, hot, hat, hack, sack, sock, rock.* Guide children to build and blend each word.

MINILESSON 5 Mins

Structural Analysis

Alphabetical Order

① **Model** Tell children that the letters of the alphabet follow a special order, which doesn't change.

Write the words *cat, box,* and *dog* on the board. Point out that we can put the words in alphabetical, or ABC, order by looking at the first letter of each word. Underline the first letter of each word and then find the corresponding letter in the alphabet. Point out that *b* comes before *c*, and *c* comes before *d*. Model putting the words in ABC order.

② **Guided Practice/Practice** Write the following words on the board: *at, cap, zip; hop, fox, sock.* Guide children to put the words in ABC order.

ELL

ENGLISH LANGUAGE LEARNERS

Build Vocabulary Review the meanings of example words that can be explained or demonstrated in a concrete way. For example, ask children to point to their *sock* and a *clock* in the room. Model the actions for *hop* and *flop* by hopping on one foot or showing a flopping motion with your hand. Say: *I hop on one foot* and *My hand goes flip-flop,* and have children repeat. Provide sentence starters such as *My mom is* ____ for children to complete. Correct grammar and pronunciation as needed.

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review this week's high-frequency words: *fun, make, they, too.*

MINILESSON 5

Spelling

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

Word Sort with *-op, -og, -ot*

❶ **Model** Display the **Spelling Word Cards** from the Teacher's Resource Book, one at a time. Have children read each word, listening for short *o* and the ending sound.

Use cards for *mop, dog,* and *got* to create a three-column chart. Say each word and pronounce the sounds: /m/ /o/ /p/; /d/ /o/ /g/; /g/ /o/ /t/. Say each word again, emphasizing the short *o* plus final consonant sound. Ask children to chorally spell each word.

❷ **Guided Practice/Practice** Have children place each Spelling Word Card in the column with the words containing the same final sounds and spellings.

When completed, have children chorally read the words in each column. Then call out a word. Have a child find the word card and point to it as the class chorally spells the word.

ANALYZE ERRORS/ARTICULATION SUPPORT

Use children's pretest errors to analyze spelling problems and provide corrective feedback. For example, some children may replace the *o* in *log* and *hog* with an *a* due to the way they pronounce words ending in *-og*.

Have children say /o/, paying attention to how it feels in the mouth. Then have children make the /a/ sound, noting how the face position changes. Go back and forth between /o/ and /a/ to help them feel and see the difference. Say *log* and *hog*. Help them pronounce a clear /o/ sound in both words.

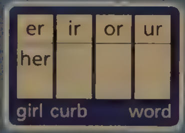
Have children orally segment each word. When they get to the /o/ sound, ask: *What letter do we write for that sound?*

ELL

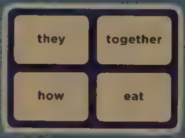
ENGLISH LANGUAGE LEARNERS

Provide Clues Practice spelling by helping children generate more words with medial short *o* patterns. Say: *Think of a word that starts with* m *and rhymes with* hop. Write the word and have children practice reading it. Correct their pronunciation if needed.

Go Digital



Spelling Word Sort



High-Frequency Word Routine

MINILESSON
5
Mins

High-Frequency Words

fun, make, they, too

➊ **Guided Practice** Say each word and have children Read/Spell/Write it. Ask children to close their eyes, picture the word in their minds, and write it the way they see it. Display the high-frequency words for children to self-correct.

- Point out the *a_e* spelling for long *a* in the word *make.*

➋ **Practice** Add the high-frequency words *fun, make, they,* and *too* to the cumulative word bank.

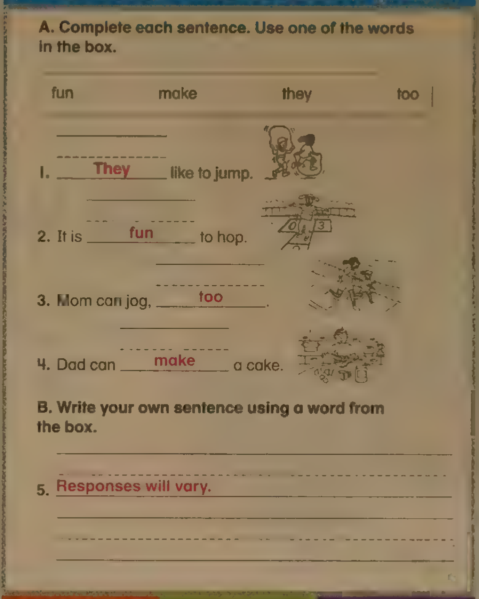
COLLABORATE

- Have children work with a partner to create sentences using the words.
- Have children look at the words and compare their sounds and spellings to words from previous weeks.
- Suggest that they write about what they do with friends.

Cumulative Review Review last week's words using the Read/Spell/Write routine.

- Repeat the above routine, mixing the words and having children chorally say each one.

ON-LEVEL PRACTICE BOOK p. 32



A. Complete each sentence. Use one of the words in the box.

fun make they too

1. They like to jump.
2. It is fun to hop.
3. Mom can jog, too.
4. Dad can make a cake.

B. Write your own sentence using a word from the box.

5. Responses will vary.

APPROACHING p. 32 | BEYOND p. 32 | ELL p. 32

Monitor and Differentiate

✓ Quick Check

Can children read and decode words with short *o*?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T290–293
	ELL	Develop pp. T304–311
If Yes →	On Level	Review pp. T298–299
	Beyond Level	Extend pp. T302–303

Comprehension

CLOSE READING

Reading/Writing Workshop Big Book and Reading/Writing Workshop

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

Understand nonfiction genre

ACADEMIC LANGUAGE

- *nonfiction, compare, contrast, details*
- Cognates: *no ficción, comparar, contrastar, detalles*

MINILESSON 10 mins

Reread *Toss! Kick! Hop!*

Genre: Informational Text/Nonfiction

① **Model** Tell children they will now reread the nonfiction selection *Toss! Kick! Hop!* Explain that as they read they will look for information in the text to help them understand the selection.

Review the characteristics of informational text:

- tells about real people, places, things, and events
- gives information and facts
- can compare and contrast two or more things

Tell children that when a text compares and contrasts two or more facts or details, it shows how they are alike and different. Nonfiction text can compare and contrast many things.

Display pages 80 and 81: *These pages show children playing. We can read the text and look at the photographs to compare and contrast. How is the children's play alike? On both pages, the children are playing inside at a table. They are making things. The children's play is different in some ways, too. On one page, the children are using blocks to make houses. On the other page, the children are making dolls with yarn, pom-poms, and other craft materials.*

② **Guided Practice/Practice** Display pages 78 and 79 of *Toss! Kick! Hop!* Point to each photo. Say: *The games these children are playing are alike in some ways, and different in some ways. How are they alike? How are they different?*

Go Digital

Toss!
Kick!
Hop!

Toss! Kick! Hop!

Toss!
Kick!
Hop!

Genre

Toss!
Kick!
Hop!

Key Details

SKILLS TRACE

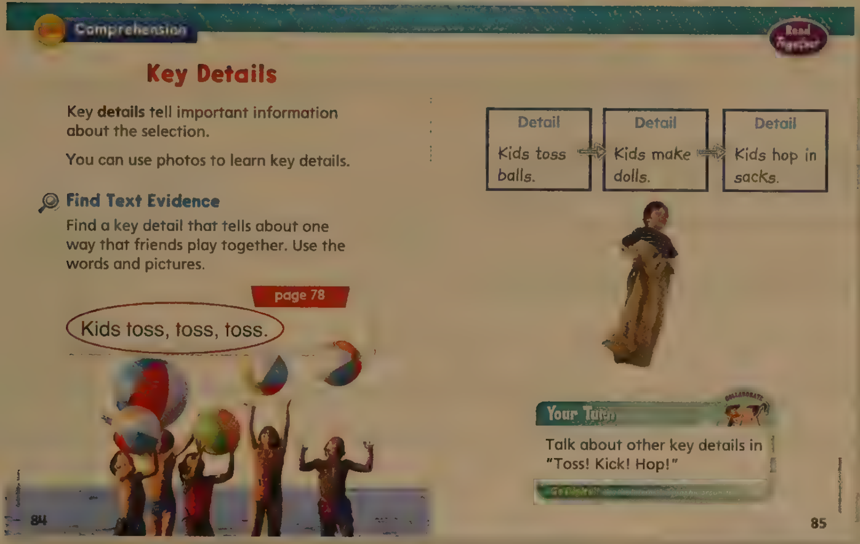
KEY DETAILS

Introduce Unit 1 Week 1

Review Unit 1 Weeks 2, 3, 4, 5; Unit 2 Weeks 1, 2, 3, 4, 5

Assess Unit 1 Weeks 1, 2, 3, 4, 5

Skill: Key Details



Comprehension

Key Details

Key **details** tell important information about the selection.

You can use photos to learn key details.

Find Text Evidence

Find a key detail that tells about one way that friends play together. Use the words and pictures.

page 78

Kids toss, toss, toss.

Detail	Detail	Detail
Kids toss balls.	Kids make dolls.	Kids hop in sacks.

Your Turn

Talk about other key details in "Toss! Kick! Hop!"

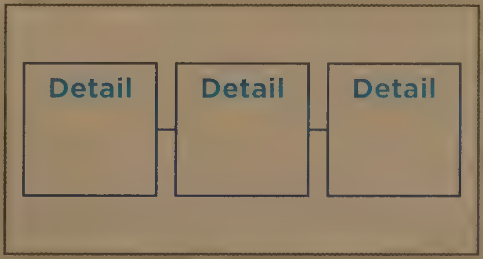
84

85

Reading/Writing Workshop, pp. 84–85

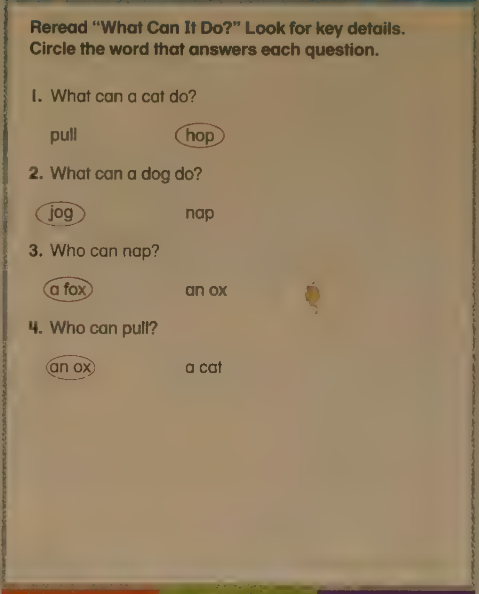
① **Model** Tell children that when they read informational text they can use the text to find the key details. Have children look at pages 84–85 in their Reading/Writing Workshop. Read together the definition of Key Details. *Key details tell important information about the selection. You can use photos to learn key details.*

② **Guided Practice/Practice** Read together the Find Text Evidence section and model finding a key detail in the selection *Toss! Kick! Hop! On page 82 we can find a detail in the text about how friends play together. The text says "hop, hop, flop!" The illustration shows the kids hopping in sacks. This is a key detail. Can you find another key detail about how friends play together?*



Teaching Poster

ON-LEVEL PRACTICE BOOK p. 37



Reread "What Can It Do?" Look for key details. Circle the word that answers each question.

1. What can a cat do?

pull [✓ hop]

2. What can a dog do?

[✓ jog] nap

3. Who can nap?

[✓ a fox] an ox

4. Who can pull?

[✓ an ox] a cat

APPROACHING p. 37	BEYOND p. 37	ELL p. 37

Monitor and Differentiate

Quick Check

Can children identify key details?

Small Group Instruction

If No →	Approaching	Reteach pp. T294–295
	ELL	Develop pp. T304–311
If Yes →	On Level	Review pp. T299
	Beyond Level	Extend pp. T303

Language Arts

MINILESSON 5 Mins

Interactive Writing

OBJECTIVES

CCSS Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **W.1.3**

CCSS Use end punctuation for sentences. **L.1.2b**

ACADEMIC LANGUAGE

question mark, exclamation mark

Writing Trait: Organization

Review Tell children that writers should put their ideas in an order that makes sense. One order is for writers to tell how things are alike and different.

Personal Narrative

Discuss Guide children to think of different ways they play with their friends. For example, they may tell different ways they play with two different friends. Record their ideas on a two-column chart using Teaching Poster 42, comparing how they play with each friend.

Model/Apply Grammar Tell children that they will work together to write a personal narrative about playing with friends. Remind them that they can use different kinds of sentences. A telling sentence ends with a period. A question asks for information and ends with a question mark. An exclamation expresses strong feeling and ends with an exclamation mark.

→ Write the sentence frames:

My pal and I ________.

It ________ *fun!*

Do you like to ________?

Model how to choose different action words *(ran, like to kick, make flags)* to complete the first sentence. Read the sentences and point out end punctuation.

Write Collaborate with children to write sentences for the personal narrative. Guide them to use the chart to get ideas. Work together to write sentences that compare and contrast ways to play with friends. Remind children to listen for the sounds in each word. As children create sentences, share the pen.

Apply Writing Trait Review with children the personal narrative you wrote together on Day 1. Remind them how they organized the sentences so that they told how things were alike and different. Work with children to place their sentences into an understandable order.

Go Digital

Graphic Organizer

Writing

I see a fish.

Grammar

MINILESSON

Grammar

Questions and Exclamations

❶ **Review** Remind children that questions are sentences that ask something. Exclamations are sentences that show strong feeling. Write the following sentences:

What did the kids toss?

We will win!

Read the sentences aloud. Ask: *Which sentence is an exclamation? Which is a question?* Guide children to circle the punctuation marks. Point out the word order in each sentence.

❷ **Guided Practice** Write and read aloud sample sentences. Have children work with a partner to identify each as a question or exclamation.

Did Sam kick a rock? What did Don plan?

The dog yaps a lot! The kids ran up the hill!

❸ **Practice** Have children work in small groups to change each question into a statement or an exclamation and each exclamation into a question. As groups share their new sentences, record them on the board. Point out word order and end punctuation.

COLLABORATE

Talk About It Have partners work together to orally generate questions. Have them change the word order to form a sentence that is an exclamation.

Mechanics: Question and Exclamation Marks

❶ **Review** Remind children that a question always begins with a capital letter and ends with a question mark. An exclamation begins with a capital letter and ends with an exclamation mark.

❷ **Practice** Display sentences without capitalization or punctuation. Read each aloud. Have children work together to fix the sentence.

what has a fin (What has a fin?)

toss it (Toss it!)

ELL

ENGLISH LANGUAGE LEARNERS

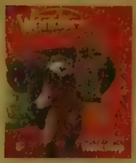
Explain Read aloud the first sentence. *This sentence is a(n) ____. It ends with a(n) ____.* Repeat with other sentences. *How is a question different from an exclamation?* Expand on children's responses.

Use Non-Verbal Cues Write a question mark and an exclamation mark on different index cards. Distribute a question mark card and an exclamation mark card to each child. Write a question, omitting the question mark. Track the print as you read it aloud. Have children repeat after you and hold up the correct end punctuation card. Provide feedback as necessary. Repeat with other questions and exclamations.

Daily Wrap Up

- Discuss the Essential Question and encourage children to use the oral vocabulary words. *What do you do when you play with your friends?*
- Prompt children to review and discuss the skills they used today. How do those skills help them?

Materials

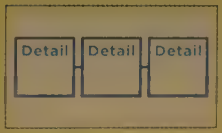

Reading/Writing Workshop
VOLUME 1

Literature Anthology
VOLUME 1

Literature Big Book
Friends All Around

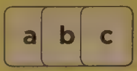
Visual Vocabulary Cards

chore	fun
collect	make
cooperate	they
deliver	too
relationship	



Teaching Poster

Spelling Word Cards



Word-Building Cards

Build the Concept

MINILESSON 5

Oral Language

OBJECTIVES

CCSS Identify the main topic and retell key details of a text. **RI.1.2**

CCSS Read grade-level text orally with accuracy, appropriate rate, and expression. **RF.1.4b**

Ask and answer questions while reading a text

ACADEMIC LANGUAGE

- *events, details*
- Cognate: *detalles*

ESSENTIAL QUESTION

Remind children that this week you are talking and reading about friends. Remind them of what they have learned about friends around the world, the children in *Toss! Kick! Hop!* and what they learned about games. Guide children to discuss the question using information from what they have read and talked about throughout the week.

Review Oral Vocabulary

Review the oral vocabulary words *cooperate, relationship, deliver, chore,* and *collect* using the Define/Example/Ask routine. Encourage children to discuss friendship when coming up with examples for each word.

Visual Vocabulary Cards

Go Digital

Visual Glossary

Friends All Around
Friends All Around

Retell

Listening Comprehension

CLOSE READING

MINILESSON 10

Reread Literature Big Book

Strategy: Ask and Answer Questions

Remind children that as they read, they can ask themselves questions about the text. This can help them understand the information presented in the text. Say: *As we reread* Friends All Around, *ask yourselves questions about what the friends are doing and why they are doing it. Look for answers in the text and photographs.*

Friends All Around

Literature Big Book

Read aloud *Friends All Around*. Pause to model asking questions. Prompt children to use text evidence to identify key details in the text and photographs.

Model Retelling

Pause to retell portions of the selection. Say: *I can put the information from the text and the photographs into my own words. So far, I have read that friends can be the same age or years apart. I've seen in the photographs that friends can help take care of each other and can play music together.*

After reading, model retelling the entire selection, using your own words to tell the important facts in the correct order.

Model Fluency

Phrasing Turn to pages 6 and 7 of *Friends All Around*. Point out that some words on page 6 are repeated on page 7. Say: *When you read repeated words, you can read them with rhythm so that they sound like a familiar pattern.*

→ Read aloud pages 6 and 7 with slightly exaggerated rhythm, emphasizing the repeated phrases. Have children identify the words that are the same and then reread the passage chorally. Repeat the reading to give children more practice with appropriate phrasing.

ELL

ENGLISH LANGUAGE LEARNERS

Retell Guide children to retell by using a question prompt on each page, such as *What are the friends doing?* Provide sentence starters for children to complete orally. *The ____ are playing ____.*

ACT

Access Complex Text

If the complexity of the text makes it hard for children to read, use the Access Complex Text prompts.

Organization The text lacks a strong organizational pattern and is essentially a list. Children may be confused by the lack of transitions between the details presented in the text.

→ Help children to see how some of the details are grouped; for example, pages 2 and 3 highlight age, and pages 4 and 5 highlight learning and teaching.

Connections of Ideas Each page shows children around the world doing something as friends.

→ Point out that children from all over the world do many of the same things. Have children make the connection between things depicted on different pages.

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *o, bl, cl, fl, gl, pl, i, a, ck, b, c, d, f, g, h, j, k, l, m, n, r, s, t, v, w, x, y*. Have children say the sounds.

Phonemic Awareness

OBJECTIVES

CCSS Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d**

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

- Delete initial phonemes in words
- Alphabetize words

Phoneme Deletion

❶ **Model** Show children how to orally delete sounds from words to form new words. Say: *Listen carefully as I say a word:* flock. *The word* flock *has four sounds. Say the sounds with me: /f/ /l/ /o/ /k/. I'll take away the first sound /f/ to make a new word: /l/ /o/ /k/,* lock. *The new word only has three sounds.*

❷ **Guided Practice/Practice** Have children practice deleting phonemes. Do the first two together. *Let's do some together. Listen as I say a word. Then say the word without its first sound.*

slid	clock	slap	flop	glad
block	plot	flight	plate	cloud

Phonics

Blend Words with Short *o*

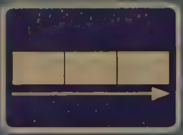
❶ **Model** Display **Word-Building Cards** *l, o, c, k*. Model how to blend the sounds. Say: *This is the letter* l. *It stands for /l/. This is the letter* o. *It stands for /o/. These are the letters* c *and* k. *Together they stand for /k/. Let's blend all three sounds: /llloook/. The word is* lock.

Continue by modeling the words *lot, clock,* and *plot*.

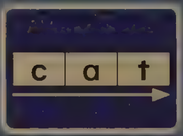
❷ **Guided Practice/Practice** Review the words and sentences on the Day 3 Phonics Practice Activity with children. Read each word in the first row, blending the sounds; for example: */h/ /o/ /t/; /hooot/. The word is* hot.

Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

Go Digital



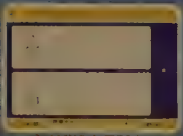
Phonemic Awareness



Phonics

I __ the jar.
fill
fills
filling

Structural Analysis



Handwriting

hot	not	pot	job	hog	fog
dock	toss	rock	on	ox	box
dogs	dolls	dots	jogs	socks	hops
lots	plops	mops	logs	locks	sobs
flip	flop	slip	slop	black	block

A dog hops on a rock to sit.

My dog flops down and naps if it is hot.

Also online

Day 3 Phonics Practice Activity

MINILESSON 5

Structural Analysis

Alphabetical Order

① **Model** Remind children that the letters of the alphabet follow a special order, which doesn't change.

- Write the words *fox, sock, can,* and *hit* on the board. Point out that we can put the words in alphabetical, or ABC, order by looking at the first letter of each word. Underline the first letter of each word and then find the corresponding letter in the alphabet. Model putting the words in ABC order.

② **Practice/Apply** Write the following words on the board: *top, box, mop, log, clock.* Have children put the words in ABC order.

Corrective Feedback

Corrective Feedback Say: *My turn.* Model blending the word using the appropriate signaling procedures. Then lead children in blending the sounds. Say: *Do it with me.* You will respond with children to offer support. Then say: *Your turn. Blend.* Have children chorally blend. Return to the beginning of the word. Say: *Let's start over.*

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review this week's high-frequency words: *fun, make, they, too.*

MINILESSON 5

Spelling

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

-op, -og, -ot Word Families

① **Model** Make index cards for *-op, -og, -ot* and form three columns in a pocket chart. Blend the sounds with children.

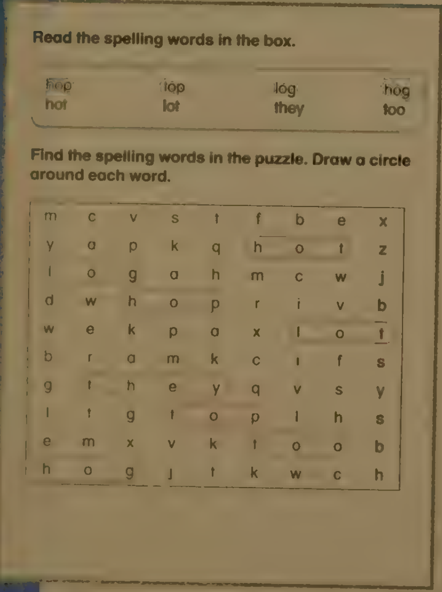
Hold up the *hop* **Spelling Word Card**. Say and spell it. Pronounce each sound clearly: /h/ /o/ /p/. Blend the sounds, stretching the vowel sound to emphasize it: /hooop/. Repeat this step with *top.* Place both words below the *-op* card. Read and spell each spelling word together with children. Have children read each word. Ask: *What do you notice about these spelling words? They have the /o/ sound and they rhyme because they both end with /op/ spelled o-p.*

② **Guided Practice/Practice** Have children spell each word. Repeat the process with the *-og* and *-ot* words.

Display the words *flip, black, they,* and *too* in a separate column. Read and spell the words together with children. Point out that these spelling words do not contain the /o/ sound.

Conclude by asking children to orally generate additional words that rhyme with each word. Write the additional words on the board. Underline the common spelling patterns in the additional words. If necessary, point out the differences and explain why they are unusual.

PHONICS/SPELLING PRACTICE BOOK p. 18



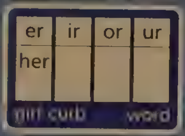
Read the spelling words in the box.

hop	top	log	hog
hot	lot	they	too

Find the spelling words in the puzzle. Draw a circle around each word.

m	c	v	s	t	f	b	e	x
y	a	p	k	q	h	o	t	z
l	o	g	a	h	m	c	w	j
d	w	h	o	p	r	i	v	b
w	e	k	p	a	x	l	o	t
b	r	a	m	k	c	i	f	s
g	t	h	e	y	q	v	s	y
l	t	g	t	o	p	l	h	s
e	m	x	v	k	t	o	o	b
h	o	g	j	t	k	w	c	h

Go Digital



Spelling Word Families

Visual Glossary

MINILESSON 5

High-Frequency Words

fun, make, they, too

① **Guided Practice** Say each word and have children Read/Spell/Write it. As children spell each word with you, point out the difference in spellings and meanings for the words *to* and *too*.

Display **Visual Vocabulary Cards** to review this week's high-frequency words.

Visual Vocabulary Cards

② **Practice** Repeat the activity with last week's words.

Build Fluency: Word Automaticity

Have children read the following sentences together at the same pace. Repeat several times.

They have a lot of fun!
I can make it.
Do you like cats, too?

Word Bank

Review the current and previous words in the word bank. Discuss with children which words should be removed, or added back, from previous high-frequency word lists. Remind children that the word bank should change as the class needs it to.

Monitor and Differentiate

✓ Quick Check

Can children read and decode words with short *o*?

Can children recognize and read high-frequency words?

↓

Small Group Instruction

If No →	Approaching	Reteach pp. T290–293
	ELL	Develop pp. T304–311
If Yes →	On Level	Review pp. T298–299
	Beyond Level	Extend pp. T302–303

Genre Nonfiction

Essential Question
What do friends do together?
Read about how two friends have fun together.

Go Digital!

Friends

by Nina Crews

68

69

Literature Anthology

LITERATURE ANTHOLOGY, pp. 68–69

Develop Comprehension

CLOSE READING

Lexile 60

Read Literature Anthology

Review Genre: Informational Text/Nonfiction Review with children the key characteristics of nonfiction. It:

- tells about real people, places, things, and events.
- gives information and facts.
- often has photographs to illustrate facts and details.

Preview and Predict Read the title on page 69. *What do you think this selection will be about? What might we learn as we read? Let's find out.*

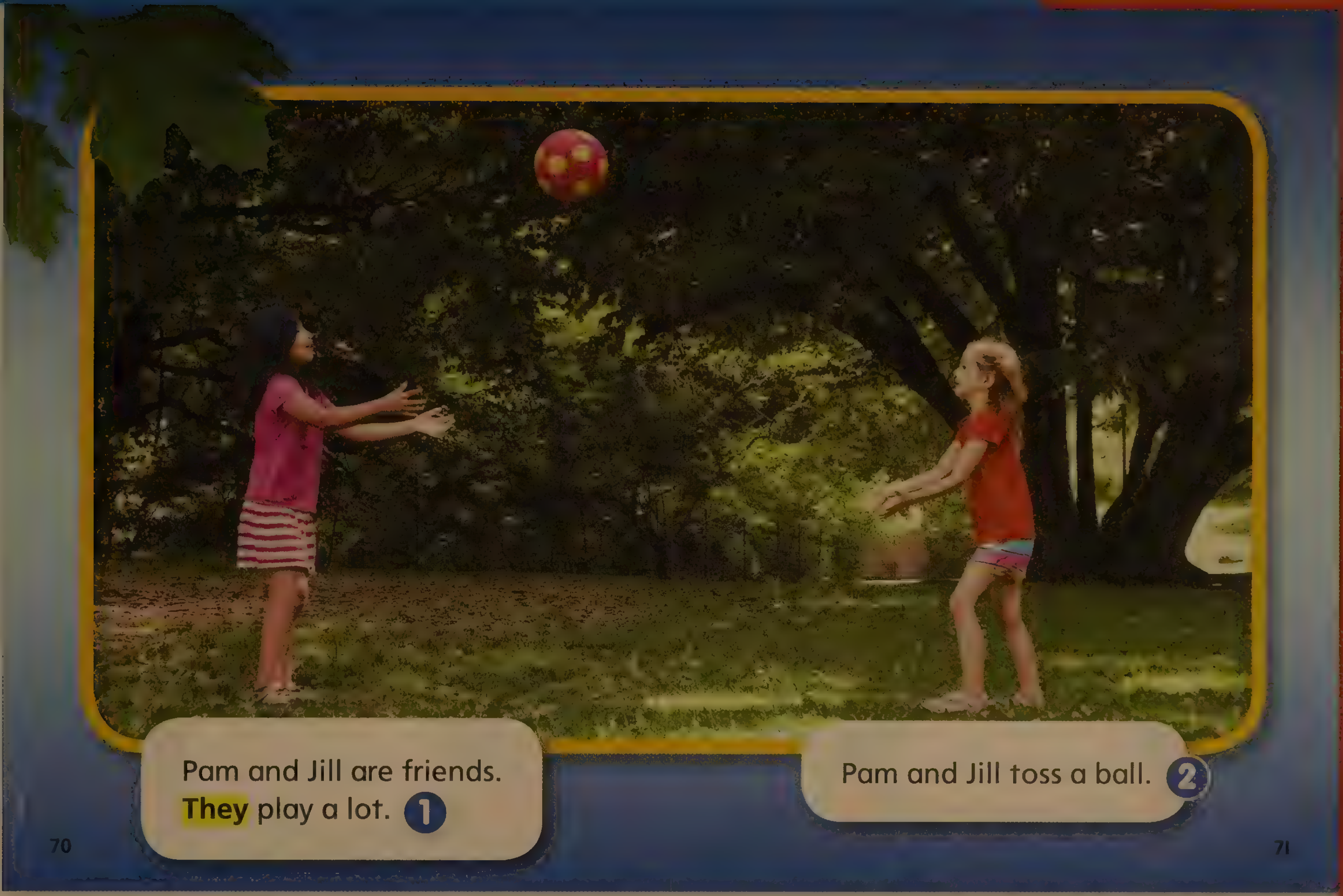
ESSENTIAL QUESTION

Read aloud the Essential Question: *What do friends do together?* Tell children that as they read they should think about the kinds of things friends do together.

Story Words Read, spell, and define the words *friend, game, ball, and day.* Tell children they will read the words in the selection.

Analytical Writing

Note Taking: Graphic Organizer As children read the selection, guide them to fill in the graphic organizer on **Your Turn Practice Book** page 34 as you model recording the key details of each section.



Pam and Jill are friends.
They play a lot. ①

Pam and Jill toss a ball. ②

70

71

LITERATURE ANTHOLOGY, pp. 70–71

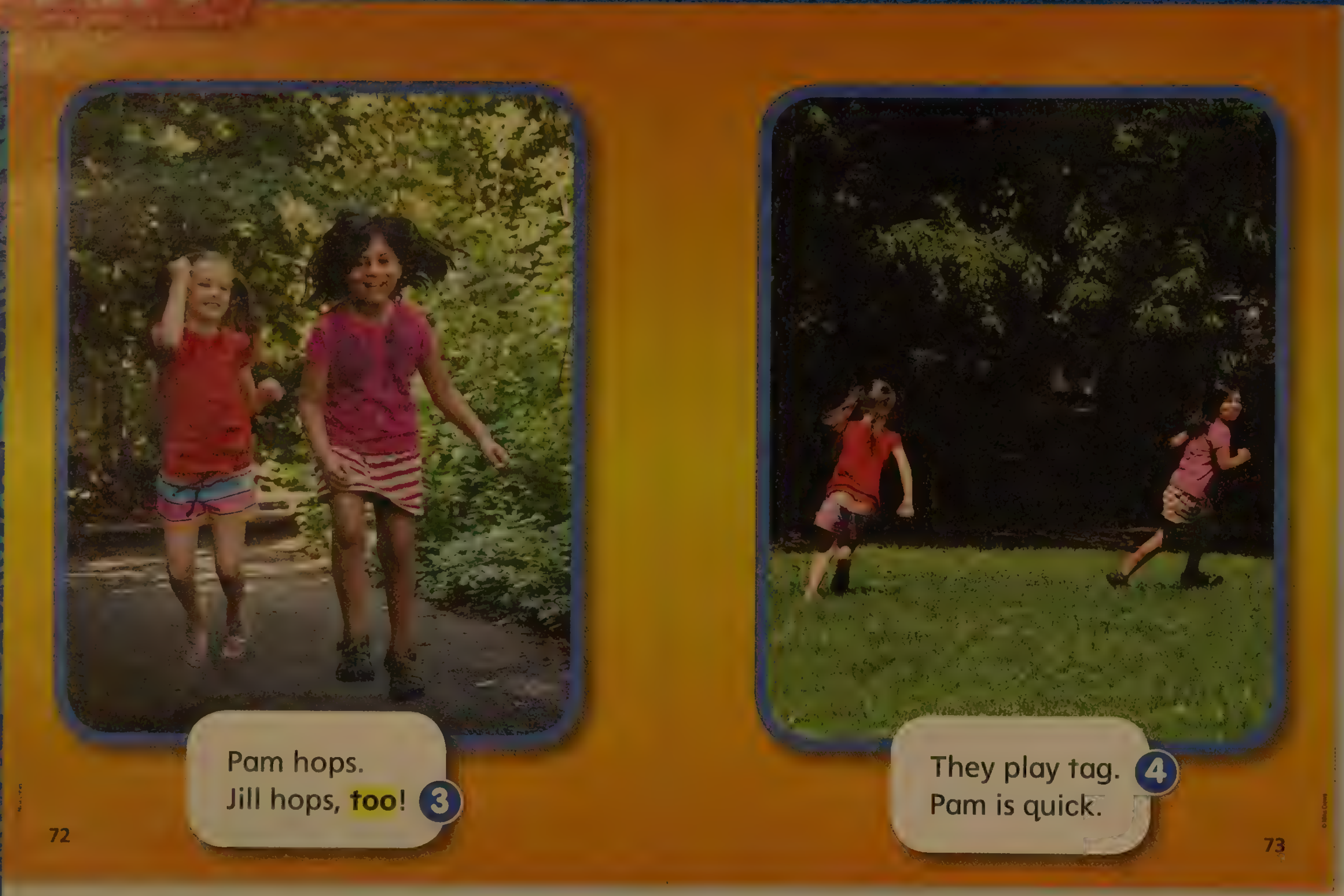
① Strategy: Ask and Answer Questions

Teacher Think Aloud One way to better understand what you read is to ask yourself questions about what is happening in the text and then look for the answers as you read. The text says Pam and Jill are friends who play a lot. I ask myself: What do they play? When I look at the photographs I see two girls playing outdoors. They are playing catch. The text says that Pam and Jill toss a ball. I think catch is one game they play. I will look for other games they play as I turn the page.

② Skill: Key Details

Key details tell important information about the selection. What details have we read? The girls' names are Pam and Jill and they are friends. What other details have we learned?

Detail	Detail	Detail
Pam and Jill are friends.		



Pam hops.
Jill hops, **too**! ③

72

They play tag. ④
Pam is quick.

73

LITERATURE ANTHOLOGY, pp. 72–73

Develop Comprehension

CLOSE READING

③ Strategy: Ask and Answer Questions

Remember, when you ask yourself a question about something you read in the text, you can usually find the answer on the next page or later in the selection. As we read these pages, we can look for the answers to the question we asked earlier: What things do the friends play together? On page 72, I read that Pam and Jill hop. The picture shows them hopping and smiling.

④ Reread

Teacher Think Aloud The words say that Pam is quick. In the picture it looks like they're running a race. I'll reread this page to check my understanding. When I reread, I find out they're playing tag, not running a race.

Jill is not as quick as Pam. ⑤

74

Jill is hot.
She does not like tag. ⑥

75

LITERATURE ANTHOLOGY, pp. 74–75

⑤ Retelling

Teacher Think Aloud You can put information from the text and photographs into your own words to retell what you've read. So far I've read that Jill and Pam are friends who play a lot. I've read that they play catch, they hop, and they play tag. I've seen in the photographs that friends smile and look happy when they play. Now I see in the photographs that Jill looks uncomfortable. I read that she's hot and does not like tag.

⑥ Skill: Key Details

Turn to a partner and discuss what you have read about friends. Let's add this information to the next box on our Details chart.

Detail	Detail	Detail
Pam and Jill are friends.	They toss, hop, and play tag.	

Pam **makes** a plan. ⑦
She has a box.

Jill looks in.
It is a doll and a dog! ⑧

LITERATURE ANTHOLOGY, pp. 76–77

Develop Comprehension

⑦ Strategy: Ask and Answer Questions

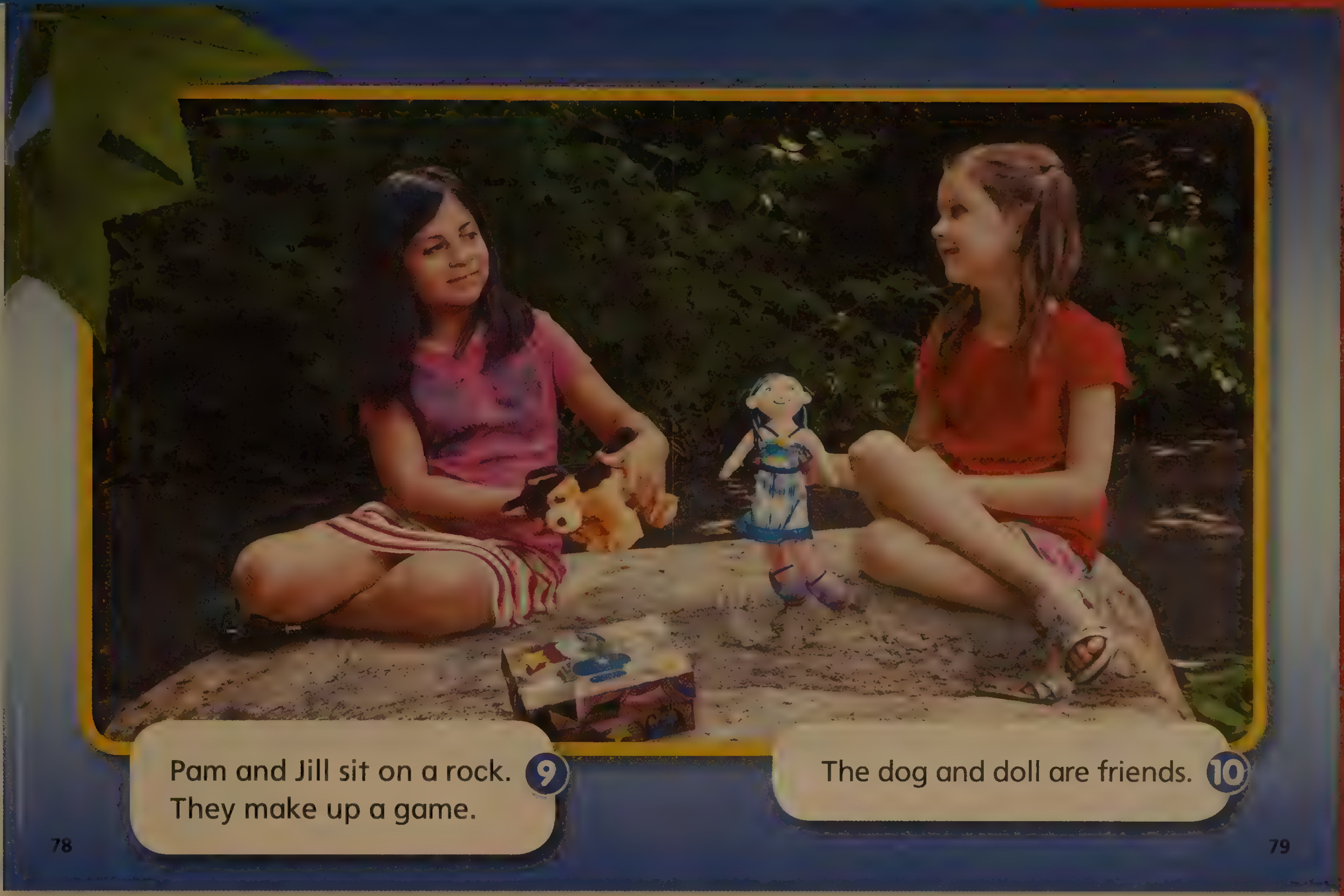
Teacher Think Aloud We've learned about things Jill and Pam like to do together. What question could you ask about what friends do when they don't like to play the same game?

Student Think Aloud I read that Jill doesn't like to play tag. I wondered what they will do now. I also wondered if Pam will be unhappy. Then on page 76 I read that Pam has a box and a plan. She's also smiling so I know she isn't unhappy. I wonder what is in the box. Then I read that Jill sees a doll and a dog in the box. I still wonder what the plan is. I will read on to find the answer to this question.

⑧ Skill: Key Details

The photographs in informational texts can show key details that help you better understand the text. Let's look at the photographs on pages 76 and 77. What key details do we learn by looking at these photographs? Let's add these important details to the third box on our Details chart.

Detail	Detail	Detail
Pam and Jill are friends.	They toss, hop, and play tag.	Pam has a box with toys.



Pam and Jill sit on a rock. ⑨
They make up a game.

The dog and doll are friends. ⑩

78

79

LITERATURE ANTHOLOGY, pp. 78–79

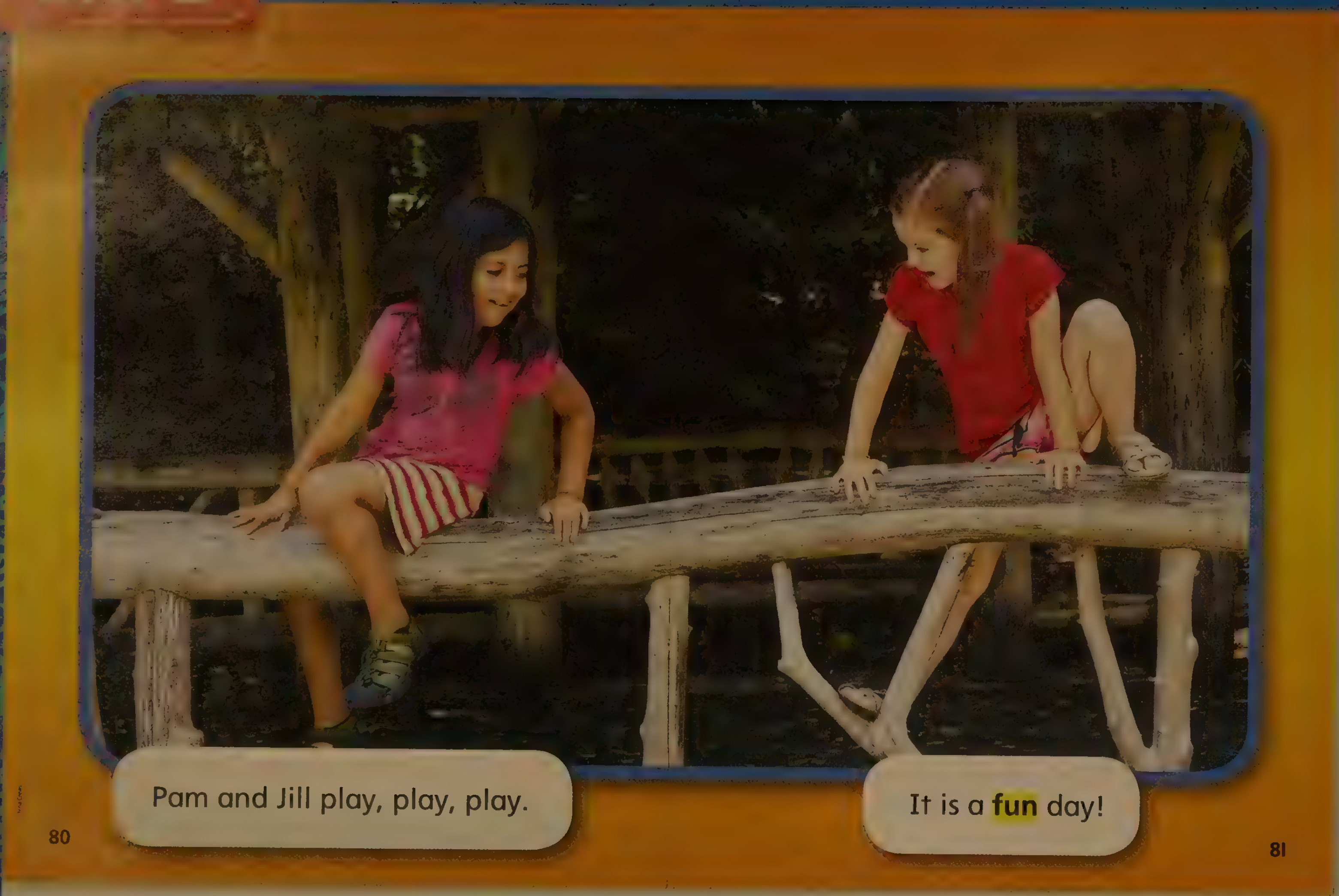
⑨ Genre: Nonfiction

What are some details that help us understand the genre of this selection? The text is about real people. It tells us about two girls and what they do together. All of the information is about one topic, what friends do together. The selection has photographs that support the topic and provide information. All of these details help us understand that this selection is nonfiction.

⑩ Skill: Key Details

Turn to a partner and discuss what you have read on pages 78 and 79. Let's add these key details to the next box on our Details chart.

Detail	Detail	Detail
They toss, hop, and play tag.	Pam has a box with toys.	They make up a game.



80

Pam and Jill play, play, play.

It is a fun day!

81

LITERATURE ANTHOLOGY, pp. 80–81

Develop Comprehension

CLOSE READING

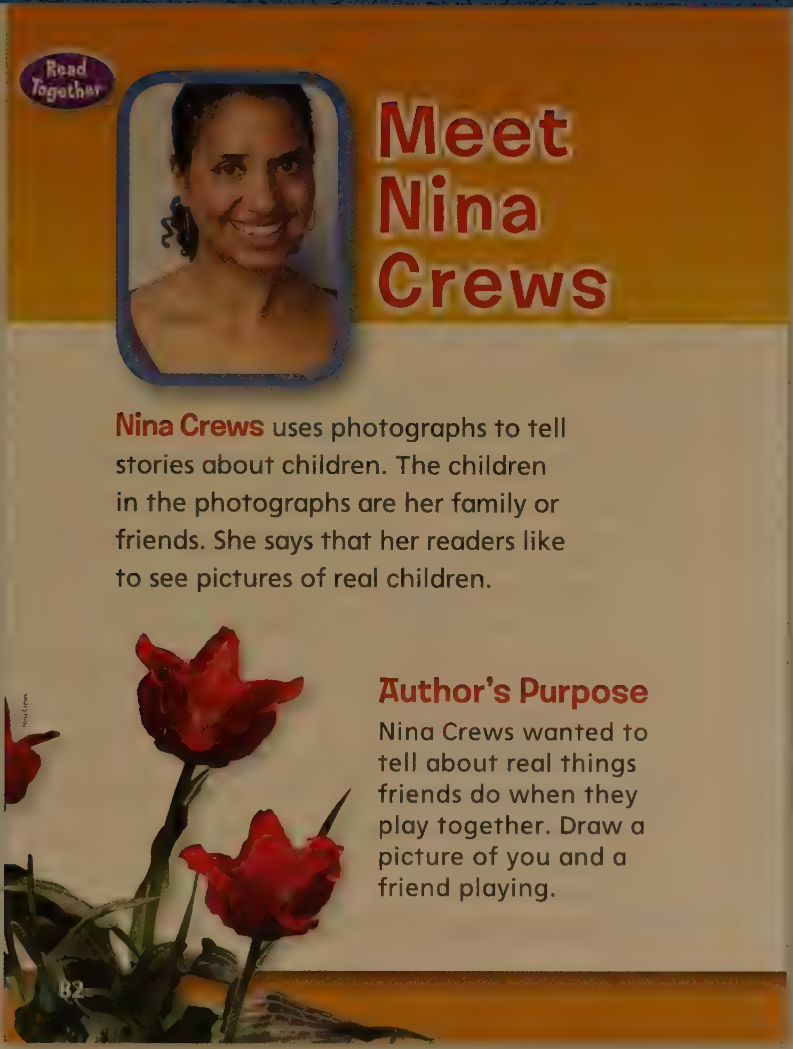
Skill: Key Details

Guide children to complete the Key Details chart. Review the information on the chart together.

Detail	Detail	Detail
They toss, hop, and play tag.	Pam has a box with toys.	They make up a game.

Return to Predictions and Purposes

Review children's predictions. Ask children if their predictions about the selection were correct. Guide them to use the evidence in the text to confirm whether their predictions turned out to be accurate. Discuss what children learned about how friends play by reading the selection. Did children learn what they wanted to by reading the selection?



Read Together

Meet Nina Crews

Nina Crews uses photographs to tell stories about children. The children in the photographs are her family or friends. She says that her readers like to see pictures of real children.

Author's Purpose

Nina Crews wanted to tell about real things friends do when they play together. Draw a picture of you and a friend playing.

82

LITERATURE ANTHOLOGY, p. 82

Meet the Author

Nina Crews

Read aloud page 82 with children. Ask them why they think Nina Crews wrote about two girls who are friends. *Why did she use photographs to illustrate the story? How did she find children to photograph?*

Author's Purpose

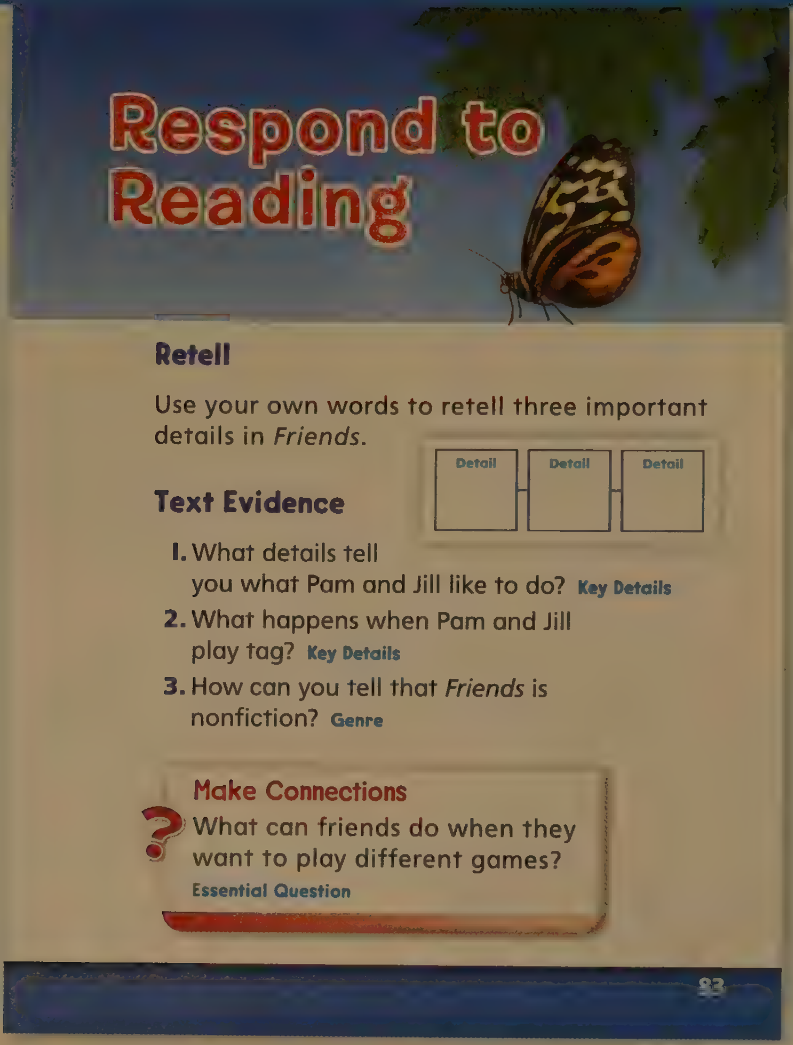
Have children write about something they do when they play with a friend in their Response Journals. ____ *is my friend. When we play together, we* ____.

AUTHOR'S CRAFT

Focus on Text Structure

Explain that writers of informational nonfiction text give information in an order that makes sense.

- The beginning of the selection introduces the topic, the middle gives details about the topic, and the end is a conclusion.
- Have children tell what information Nina Crews gives at the beginning, in the middle, and at the end.



Respond to Reading

Retell

Use your own words to retell three important details in *Friends*.

Text Evidence

1. What details tell you what Pam and Jill like to do? **Key Details**
2. What happens when Pam and Jill play tag? **Key Details**
3. How can you tell that *Friends* is nonfiction? **Genre**

Make Connections

What can friends do when they want to play different games? **Essential Question**

83

LITERATURE ANTHOLOGY, p. 83

Respond to Reading

Retelling

Guide children in retelling the selection. Remind them that as they read *Friends* they paid attention to the important details and asked and answered questions about the text. Now they will use that information to retell the story.

- Have children use the information they recorded on their Details chart to help them retell the selection.

Text Evidence

Guide children to use text evidence to answer the Text Evidence questions on Literature Anthology page 83. Model answering the questions as needed.

1. **Key Details** To answer the first question, we need to look at key details in the text and photos. Let's look back through the pages. The details in the text and photographs tell us that Pam and Jill like to play catch, hop, and play with stuffed toys.

2. **Key Details** This question also asks about key details. To answer this question, let's look back through the pages. The details in the text and photographs tell us that Jill is not as quick as Pam. Jill can't run fast enough to catch Pam. Jill gets hot and doesn't like tag. They make up a new game with Pam's toys.
3. **Genre** This question asks how we know that the selection is nonfiction. To answer this question, let's look back at the selection. On each page we read about real children. The text gives information about what they like and don't like. There are photographs of real children. They are doing things I might do or other real children I know might do. All of these are clues that *Friends* is nonfiction.

Make Connections

Essential Question Have children draw a picture to show what they do when they are playing with a friend and they each want to play different games. Prompt them to label their picture. Guide children to share their work with a partner. Prompt them to discuss how they are like the children in *Friends*.

ENGLISH LANGUAGE LEARNERS

Retell Help children by looking at each page of the selection and asking a prompt, such as: *Who are the children on this page? Why are they playing together? What are they playing?* Provide sentence starters to help children retell the selection, such as: *Pam and Jill are _____. They like to _____.*

CONNECT TO CONTENT

MAKING DECISIONS

Discuss with children that friends often have to make decisions about what to do together. Sometimes they will want to do different things. They read that Pam is quick, but Jill is not as quick and does not like playing tag. They resolved this by playing something else next. Ask: *Do you think this was fair?* Have children tell about times they had to make decisions with friends, and how they decided what to do in a fair and just way.

Language Arts

Reading/Writing Workshop Big Book

OBJECTIVES

CCSS Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **W.1.3**

CCSS Use end punctuation for sentences. **L.1.2b**

ACADEMIC LANGUAGE

- *details, period*
- Cognate: *detalles*

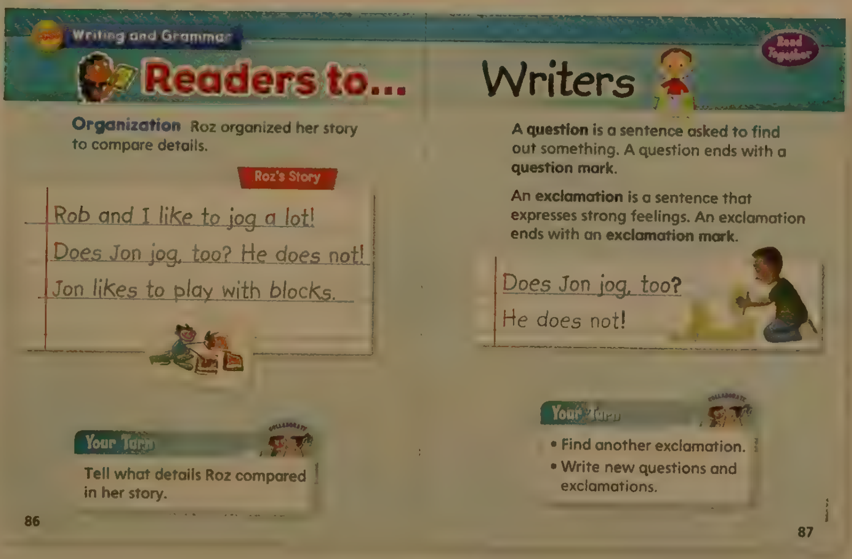
MINILESSON

Independent Writing

Writing Trait: Organization

❶ **Review** Tell children that they will write a draft. Say: *Think about the steps we have followed as we have written personal narratives.*

❷ **Guided Practice** Have children open to page 86 in the Reading/Writing Workshop. Read the student model aloud. Point out how Roz compared and contrasted how she and her friends like to play.



Writing and Grammar

Readers to... Writers

Read Together

Organization Roz organized her story to compare details.

Roz's Story

Rob and I like to jog a lot!
Does Jon jog, too? He does not!
Jon likes to play with blocks.

Your Turn

Tell what details Roz compared in her story.

86

A **question** is a sentence asked to find out something. A question ends with a **question mark**.

An **exclamation** is a sentence that expresses strong feelings. An exclamation ends with an **exclamation mark**.

Does Jon jog, too?
He does not!

Your Turn

- Find another exclamation.
- Write new questions and exclamations.

87

READING/WRITING WORKSHOP, pp. 86–87

Personal Narrative

Model Have children look again at Roz's story, noting her details about how she likes to play with different friends. Have children complete the Your Turn to discuss Roz's process.

Prewrite

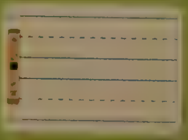
Display the chart from Day 2. Tell children that to begin writing, they must choose a topic. Review the choices with children.

COLLABORATE **Brainstorm** Place children in pairs based on the topic they have chosen. Guide partners to use a two-column chart to help them brainstorm ways they play with two different friends.

Go Digital

Present the Lesson

Graphic Organizer



Writing

Grammar

Draft

Have children use their charts to write their personal narratives. They should write sentences that tell how they play with their friends.

Apply Writing Trait As children write their drafts, remind them to compare and contrast the ways they play. Encourage children to think about the ways they play with different friends.

Apply Grammar Have children think about the sentences they are writing. Remind them to use questions and exclamations.

As children work, conference with them to provide guidance.

MINILESSON 5 Mins

Grammar

Questions and Exclamations

❶ **Review** Have children look at the Readers to Writers page in the Reading/Writing Workshop. Remind them that a question asks for an answer and ends with a question mark. An exclamation expresses a strong feeling and ends with an exclamation mark. Have children identify the exclamation and the question in the model sentences.

❷ **Guided Practice/Practice** Have students point out the sentence in Roz's story that is a statement. Ask children to help you turn that statement into a question and into an exclamation. (Does Jon like to play with blocks? Jon likes to play with blocks!)

COLLABORATE **Talk About It** Have children work with partners to write one question and one exclamation about jogging. Check for correction punctuation.

Mechanics: Question and Exclamation Marks

❶ **Review** Remind children that a question always ends with a question mark and an exclamation always ends with an exclamation mark.

❷ **Practice** Display the incorrect sentences. Have children correct the sentences to form the type of sentence in parentheses.

Cass is at school (question) (Is Cass at school?)

has Liz a good kick (exclamation) (Liz has a good kick!)

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Demonstrate Comprehension Provide sentence frames for partners as they write sentences: ____ *and I* ____. Clarify children's responses as needed by providing vocabulary.

Intermediate

Explain Have children talk about how they play with two different friends. Clarify children's responses as needed by providing vocabulary.

Advanced/Advanced High

Expand After children complete their sentences, ask: *What did you compare? How are your two ideas different?* Allow children ample time to respond.

Daily Wrap Up

- Review the Essential Question and encourage children to discuss using the oral vocabulary words. Ask: *How can friends cooperate when they play?*
- Prompt children to review and discuss the skills they used today. Guide them to give examples of how they used each skill.

Materials

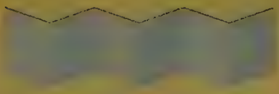
Literature Anthology
VOLUME 1

Visual Vocabulary Cards

chore
collect
cooperate
deliver
relationship
fun
make
they
too

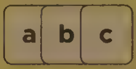
Teaching Poster

Spelling Word Cards



Dinah Zike's FOLDABLES

Dinah Zike's Foldables®



Word-Building Cards

Extend the Concept

MINILESSON 5

Oral Language

OBJECTIVES

CCSS Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **RL.2.4**

Review vocabulary

ACADEMIC LANGUAGE

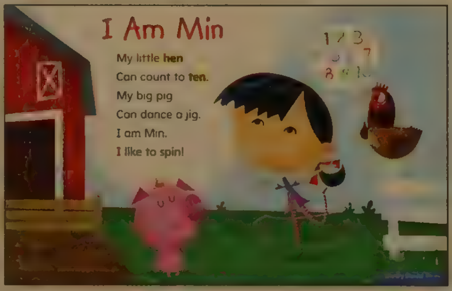
- *rhyme*
- Cognate: *rima*

ESSENTIAL QUESTION

Remind children that this week they have been learning about what friends do together. Guide children to discuss the question using information from what they have read and discussed.

Use the Define/Example/Ask routine to review the oral vocabulary words *chore, collect, cooperate, deliver,* and *relationship*. Then review last week's words *care, companion, groom, popular,* and *train*.

Literary Element: Rhyme



I Am Min

My little hen
Can count to ten.
My big pig
Can dance a jig.
I am Min.
I like to spin!

Teaching Poster

① **Explain** Tell children that they can read poetry selections for enjoyment. Explain that poems often have words that rhyme. Words that rhyme have the same ending sound. Rhyming words make poems fun and interesting to listen to.

② **Model** Display Teaching Poster 22. Read aloud the poem. Point out the first rhyming pair—*hen* and *ten*. Explain that *hen* and *ten* rhyme because they have the same ending sounds. Have volunteers suggest other words that rhyme with *hen* and *ten*.

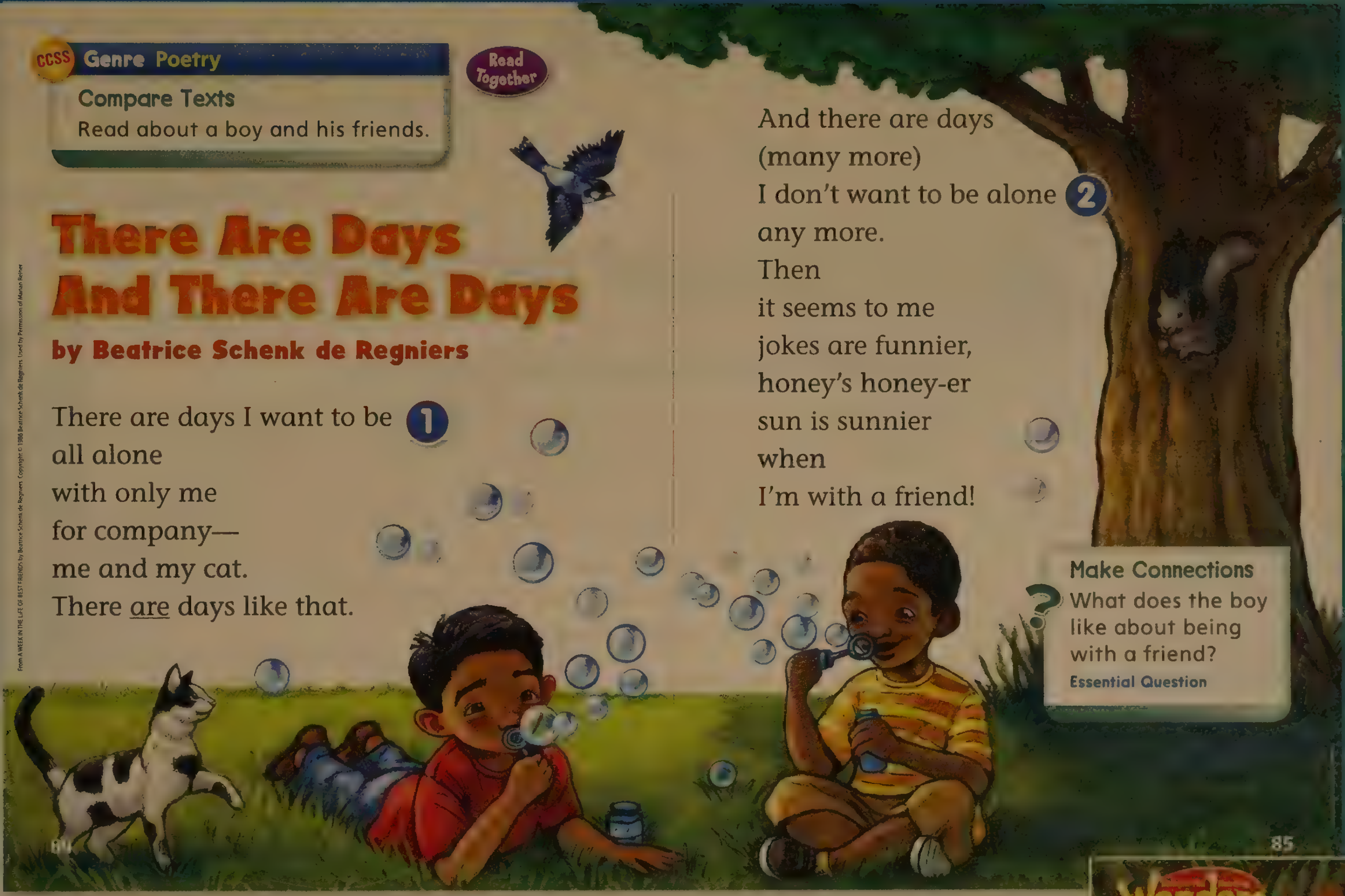
③ **Guided Practice/Practice** Ask children to point out two other rhyming word pairs in the poem. Have children suggest other words that rhyme with these rhyming pairs. Tell children to look for rhyme as they read the selection.

Go Digital

Visual Glossary

Teaching Poster

"There Are Days and There Are Days"



CCSS **Genre** **Poetry**

Compare Texts
Read about a boy and his friends.

Read Together

There Are Days And There Are Days

by Beatrice Schenk de Regniers

There are days I want to be ①
all alone
with only me
for company—
me and my cat.
There are days like that.

And there are days
(many more)
I don't want to be alone ②
any more.
Then
it seems to me
jokes are funnier,
honey's honey-er
sun is sunnier
when
I'm with a friend!

Make Connections
What does the boy like about being with a friend? **Essential Question**

From A WEEK IN THE LIFE OF BEST FRIENDS by Beatrice Schenk de Regniers. Copyright © 1986 Beatrice Schenk de Regniers. Used by Permission of Marian Reiner

LITERATURE ANTHOLOGY, pp. 84–85

Literature Anthology

Develop Comprehension

CLOSE READING

Read Literature Anthology

Compare Texts

Tell children that as they read they should think about how the boy and his friend in the poem are like Pam and Jill in *Friends*.

① Literary Element: Rhyme

Teacher Think Aloud This text is a poem. Words often rhyme in poems. Words that rhyme can begin with different sounds and end with the same sounds. When I read the verse on page 84, I hear two sets of rhyming words: *be/me/company* and *cat/that*. When I read the verse on page 85, I hear one set of rhyming words: *funnier/honey-er/sunnier*.

② Strategy: Ask and Answer Questions

Teacher Think Aloud

I can understand a selection by asking and answering questions. On the first page I read that the boy is happy spending time alone with his cat. I ask myself: Is he happy being alone all the time? On the next page I read that on some days he doesn't want to be alone anymore. I found the answer to my question.

COLLABORATE

Make Connections Have partners make connections between the characters in "There Are Days and There Are Days" and *Friends*.

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *o, bl, cl, fl, gl, pl, i, a, ck, b, c, d, f, g, h, j, k, l, m, n, r, s, t, v, w, x, y.* Have children say the sounds. Repeat, and vary the pace.

MINILESSON

Phonological Awareness

OBJECTIVES

- CCSS Decode regularly spelled one-syllable words. **RF.1.3b**
- CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**
- CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

- Identify and generate rhyme
- Alphabetize words by first letter

Identify and Generate Rhyme

❶ **Model** Show children how to identify and generate rhyming words. Explain: *Words that rhyme end in the same sounds. I am going to say two words. If the two words rhyme, clap. Listen:* lot, hot. *Do* lot *and* hot *rhyme? Yes, let's clap! They rhyme because they both end in /ot/. What other words rhyme with* lot *and* hot*? To figure that out, I need to think of words that end in /ot/. I know one. The word* not. *The word* not *ends in /ot/, so it also rhymes with* lot *and* hot.

❷ **Guided Practice/Practice** Have children practice identifying and generating rhyming words. Do the first pair with them. Say: *Now let's try it together. I will say two words. If the two words rhyme, clap. Think about the sounds the two words have in common at the end, and then say another word that rhymes with them.*

mop, top pot, pit dog, hog lock, sock plot, plate

MINILESSON

Phonics

Build Words with Short *o*

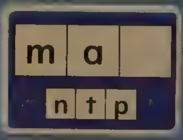
Review Say: *The short* o *sound /o/ can be represented by the letter* o. *We'll use* **Word-Building Cards** *to build words with short* o.

Place the letters *f, l, o, p.* Say: *Let's blend the sounds together and read the word: /fffllloooop/. Now let's change the* f *to* s. *Blend the sounds and read the word.*

Continue with *slot, lot, not, hot, tot, top, mop, map, rap, rack, rock, sock, sick, lick, lock, block, clock.*

Go Digital

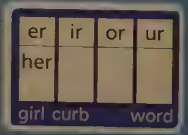
Phonological Awareness



Phonics

I _ the jar.
fill
fills
filling

Structural Analysis



Spelling Word Sort

Visual Glossary

Structural Analysis

Alphabetical Order

Review Write the words *pop, doll, fox,* and *top* on the board and read them with children. Remind children that when we put words in alphabetical, or ABC, order we look at the first letter in the word. Model putting the words in ABC order.

Write the following words: *hot, not, ox, dog, lock, clock*. Have children work in pairs to put them in ABC order.

Spelling

Word Sort with *-op, -og, -ot*

Review Provide pairs of children with copies of the **Spelling Word Cards**. While one partner reads the words one at a time, the other partner should orally segment the word and then write the word. After reading all the words, partners should switch roles.

Have children correct their own papers. Then have them sort the words by ending spelling pattern: *-op, -og, -ot,* or no short *o* spelling pattern.

High-Frequency Words

fun, make, they, too

Review Display **Visual Vocabulary Cards** for high-frequency words *fun, make, they, too.* Have children Read/Spell/Write each word.

- Point to a word and call on a child to use it in a sentence.
- Review last week's words using the same procedure.

Monitor and Differentiate

Quick Check

Can children read and decode words with short *o*?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T290–293
	ELL	Develop pp. T304–311
If Yes →	On Level	Review pp. T298–299
	Beyond Level	Extend pp. T302–303

Language Arts

MINILESSON 5

Independent Writing

OBJECTIVES

CCSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

CCSS Use end punctuation for sentences. **L.1.2b**

ACADEMIC LANGUAGE

rearranged, improve, period

Personal Narrative

Revise

Explain to children that revising helps make their ideas clearer. When a writer revises, he or she might change the order of sentences or add a detail to compare or contrast.

Apply Writing Trait: Organization Explain that as writers revise, they may move sentences to make their ideas easier for the reader to understand. Display these sentences for a personal narrative:

1. I make flags with Dan.
2. I jog and hop with Min.
3. Do I make flags with Min?
4. I have fun with Dan.
5. I have fun with Min.

Read the story aloud. Guide children to understand that the sentences should be rearranged to improve the organization. Guide children to reorder the sentences (4, 1, 3, 2, 5). Prompt them to check that the order makes sense.

Peer Review Have children work in pairs to do a peer review in which they will each read their partner's draft. They should take notes about what they like most, questions they have for the author, and ideas they think the author could include. Have partners discuss these topics. Provide time for them to make revisions to their personal narratives.

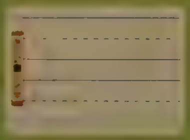
Proofread/Edit

Apply Grammar Review proofreader's marks with children. Have them reread their drafts and fix mistakes. Remind them to make sure that:

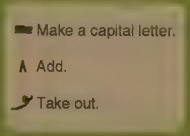
- sentences end with the correct punctuation mark.
- all words are spelled correctly.
- all sentences are complete.

Peer Edit Next, have partners exchange their drafts and take turns reading for the mistakes above. Encourage partners to discuss and fix errors together as they read.

Go Digital



Writing



Make a capital letter.
Add.
Take out.

Proofreader's Marks

I see a fish.

Grammar

Final Draft

After children have edited their own papers and finished their peer edits, have them write their final draft. Encourage them to create or find a photo or other visual that relates to their writing. As children work, conference with them to provide guidance.

Grammar

Questions and Exclamations

① **Review** Review with children that a question asks something and an exclamation shows excitement or strong feeling.

② **Guided Practice** Write and read aloud sentences. Ask children to identify which are exclamations and which are questions. Have them explain why.

Lock it!	What can Sal fix?
Nick jogs a lot!	Can Max pull?

③ **Practice** Using the sentences in the Guided Practice above, have partners change the sentences to either questions or exclamations.

Talk About It Have partners work together to generate one question and one exclamation. Then have partners trade sentences with another group and identify the question and the exclamation.

Mechanics: Question and Exclamation Marks

① **Review** Remind children that a question ends with a question mark and an exclamation ends with an exclamation mark.

② **Practice** Display the sentences below. Read each aloud. Have children fix the sentences as a class.

did the cat hiss (Did the cat hiss?)

the cat did not hiss (The cat did not hiss!)

Daily Wrap Up

- Review the Essential Question and encourage children to discuss using the oral vocabulary words. Ask: *What games would you like to play with your friends?*
- Prompt children to discuss the skills they practiced and learned today. Guide them to share examples of each skill.

Wrap Up the Week

Integrate Ideas

Go Digital
www.connected.mcgraw-hill.com
RESOURCES
Research and Inquiry

RESEARCH AND INQUIRY

SOCIAL STUDIES

Let's Be Friends

OBJECTIVES

CCSS Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). **W.1.7**

- Build background knowledge
- Research information using technology

ACADEMIC LANGUAGE

sport, poster, research

Make a Poster

COLLABORATE Tell children that today they will do a research project with a partner to learn more about a favorite sport or game they can play with friends. Review the steps in the research process.

STEP 1 Choose a Topic

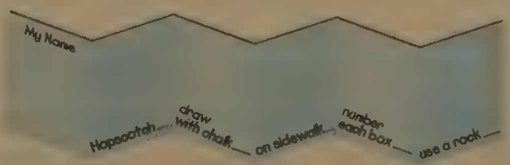
Guide partners to choose a favorite game or sport to research.

STEP 2 Find Resources

Discuss how to use the selections to research their chosen game or sport. Guide children to find additional information in reference materials and online. Have children use the Research Process Checklist online.

STEP 3 Keep Track of Ideas

Have children make an Accordion Foldable® to record the details they come up with about their sport or game. Model recording details.



Dinah Zike's FOLDABLES

Collaborative Conversations

Ask and Answer Questions As children engage in partner, small group, and whole group discussions, remind them to:

- ask questions about ideas they do not understand.
- give others a chance to think after asking a question.
- write down questions they want to ask the teacher or the class.

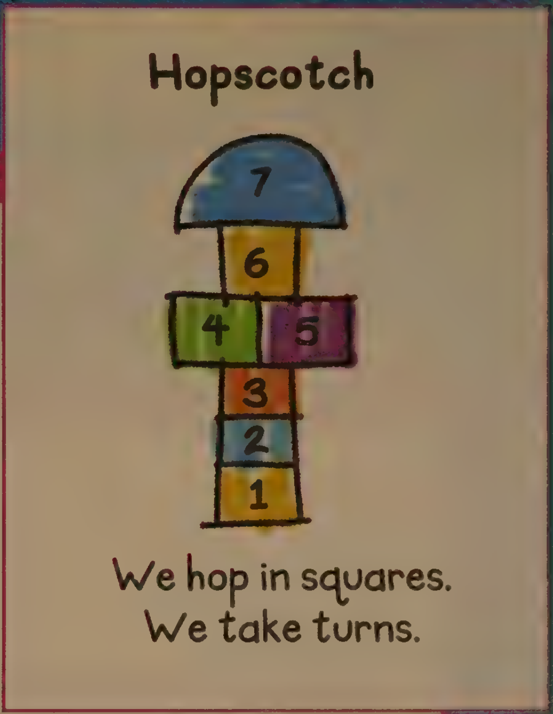
STEP 4 Create the Project: Poster

Explain the characteristics of a poster.

- **Information** A poster can give information. In this project, the poster will give information about a favorite sport or game.
- **Image** A poster can have images that illustrate the information.
- **Text** A poster can have text. This poster will have text that tells about the sport or game.

Have children create a poster about their chosen sport or game.

- Guide them to make a drawing or use photographs.
- Prompt children to write two or three details about the game or sport. Encourage them to write in complete sentences.



Hopscotch

We hop in squares.
We take turns.

ENGLISH LANGUAGE LEARNERS
SCAFFOLD

Beginning	Intermediate	Advanced/High
Use Sentence Frames Use sentence frames to help children discuss their sport or game. For example: *You need ____ to play this game.*	**Discuss** Guide children to focus on the most important details about their sport or game. Ask: *How many people can play this game? What equipment do you need?*	**Describe** Prompt children to elaborate on their sport or game. Ask them to tell how many people can play at the same time and how the winner is decided.

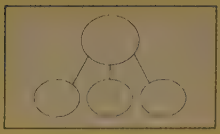
Materials

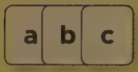
Reading/Writing Workshop
VOLUME 1

Literature Anthology
VOLUME 1

Literature Big Book
Friends All Around

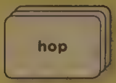
Visual Vocabulary Cards
fun
make
they
too


Teaching Poster



Word-Building Cards

Interactive Read-Aloud Cards



Spelling Word Cards

Integrate Ideas

TEXT CONNECTIONS

Connect to Essential Question

OBJECTIVES

CCSS Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **RI.1.9**

- Develop answers to the Essential Question
- Make text connections to the world

ACADEMIC LANGUAGE

- *similar, compare, activities*
- Cognates: *similar, comparar, actividades*

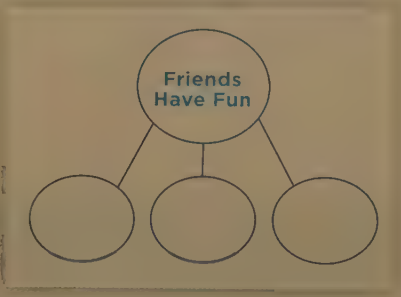
Text to Text

Remind children that all week they have been reading selections about friends. Tell them that now they can think about how the selections were similar to one another. This is called making connections across texts. Model comparing text using *Toss! Kick! Hop!* and *Friends All Around*.

Think Aloud Toss! Kick! Hop! *and* Friends All Around *are about different kinds of friends, and what friends do when they play together. In both selections I learned that friends have fun when they play together. For example, friends have fun tossing and kicking balls. Friends also have fun playing music.*

Complete the Organizer Have children use the graphic organizer on Teaching Poster 40 to help them organize information from this week's selections.

- → Discuss and write about how friends can have fun together.
- → Discuss the different things friends do when they play together.



Teaching Poster

Text to Self

Have children discuss how they play with friends. Ask: *How do you and your friends have fun together? What are some things you do when you play together?*

Text to World

Have children discuss what they have learned this week about different ways friends play together. Ask: *How can friends play together? What are some different games they play? How are the different games alike?*

WRITE ABOUT READING

Analytical Writing

Analyze to Inform/Explain

OBJECTIVES

CCSS Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.4.9**

Analyze Key Details

Explain to children that as a group you will write about one of the selections they read this week.

Tell children that using the evidence in the text they will think about how the author used details to write about the topic.

Review the Key Details chart you completed for *Toss! Kick! Hop!* Guide children to analyze the text evidence by asking "what" and "how" questions.

- What did the author write about?
- How did the author give information about things friends do when they play together?
- How do the key details help you understand how friends play together?

Write an Analysis

Display the following sentence frames:

In Toss! Kick! Hop! *the author wrote about* ________.

The author used key details ________ *and* ________ *to give information about what friends do when they play together.*

The selection helped us understand ________.

Work together to complete the sentence frames using *Toss! Kick! Hop!*

Select another informational text selection you have read this week. Work with children to complete similar sentence frames to write about how the author used key details.

RESEARCH AND INQUIRY

SOCIAL STUDIES

OBJECTIVES

CCSS Participate in shared research and writing projects. **W.1.7**

Wrap Up the Project

Guide partners to share information about their game or sport and to point out details in their posters. *What do you like best about the game or sport? What did you learn that you didn't know before?* Have children use the Presentation Checklist online.

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *o, bl, cl, fl, gl, pl, i, a, ck, b, c, d, f, g, h, j, k, l, m, n, r, s, t, v, w, x, y.* Have children say the sounds. Repeat, and vary the pace.

MINILESSON 5 Mins

Phonemic Awareness

OBJECTIVES

- **CCSS** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **RF.1.2b**
- **CCSS** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d**
- **CCSS** Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Phoneme Blending

Review Guide children to blend phonemes to form words. Say: *Listen as I say a group of sounds. Then blend those sounds to form a word.*

/m/ /o/ /p/ /t/ /o/ /p/ /h/ /o/ /t/ /s/ /o/ /k/ /l/ /o/ /k/

Phoneme Segmentation

Review Guide children to segment phonemes in words. Say: *Now I am going to say a word. I want you to say each sound in the word.*

hot lock flock block plop

MINILESSON 5 Mins

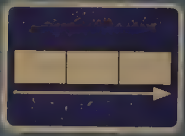
Phonics

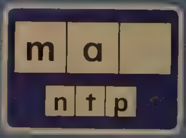
Blend and Build Words with Short *o*

Review Have children read and say the words *lot, not, box,* and *block.* Then have children follow the word-building routine with **Word-Building Cards** to build *mop, map, tap, tip, top, tot, hot, hit, lit, lot, lock, flock, clock, clack, black, block.*

Word Automaticity Help children practice word automaticity. Display decodable words and point to each word as children chorally read it. Test how many words children can read in one minute. Model blending words children miss.

Go Digital


Phonemic Awareness



Phonics

I __ the jar.
fill
fills
filling
Structural Analysis

Visual Glossary

Fluency: Word Automaticity

MINILESSON 5 Mins

Structural Analysis

Alphabetical Order

Review Have children explain how to put words in ABC order. Then have children practice alphabetizing these spelling words: *hop, top, log, flip,* and *black.*

MINILESSON 5 Mins

Spelling

Word Sort with *-op, -og, -ot*

Review Have children use the **Spelling Word Cards** to sort the weekly words by vowel and ending sounds. Remind children that four of the words do not have the short *o* sound.

Assess Assess children on their abilities to spell words in the *-op, -og,* and *-ot* word families. Say each word and provide a sentence so that children can hear the words used in a correct context. Then allow them time to write the words. In order to challenge children, you may wish to provide an additional word in each family to assess whether they understand the concept.

MINILESSON 5 Mins

High-Frequency Words

fun, make, they, too

Review Display **Visual Vocabulary Cards** *fun, make, they, too.* Have children Read/Spell/Write each word. Have children write a sentence with each word.

Monitor and Differentiate

✓ Quick Check

Can children read and decode words with short *o*?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T290–293
	ELL	Develop pp. T304–311
If Yes →	On Level	Review pp. T298–299
	Beyond Level	Extend pp. T302–303

Language Arts

Independent Writing

OBJECTIVES

CCSS With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.1.6**

CCSS Use end punctuation for sentences. **L.1.2b**

ACADEMIC LANGUAGE

- *evaluate*
- Cognate: *evaluar*

Personal Narrative

Prepare

Review guidelines for making presentations with children.

→ Provide time for children to finish preparing their presentations. Remind them to practice using a drawing or props and any other visuals they are using.

Present

Have children take turns giving presentations of their personal narratives. Remind them to speak clearly. When listening to other personal narratives, they should be polite and respectful, asking questions when appropriate and listening carefully when it is not appropriate to speak.

→ If possible, record the presentations so that children can self-evaluate.

Evaluate

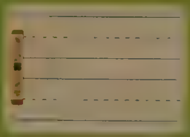
Have children discuss their own presentations and evaluate their performance using the presentation rubric.

Use the teacher's rubric to evaluate children's writing. Have children add their writing to their Writer's Portfolio. Then have them discuss and write about how they have become better writers.

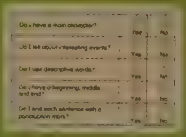
Publish

After children finish presenting their personal narratives, discuss how the class will make a bulletin board of all the personal narratives. Have children suggest how to prepare the bulletin board. Have them make decisions about the placement and assembly. Guide them to use digital tools in creating the bulletin board.

Go Digital

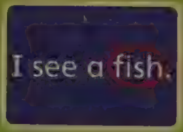


Writing



Do I have a main character? Yes No
Do I tell about interesting events? Yes No
Do I use descriptive words? Yes No
Do I have a beginning, middle and end? Yes No
Do I end each sentence with a punctuation mark? Yes No

Checklists



Grammar

MINILESSON 5 Mins

Grammar

Questions and Exclamations

① **Review** Ask children to tell the difference between a question and an exclamation. Write the following sentences and have children identify the question and the exclamation:

Lil quit!

Did Lil quit?

② **Practice** Ask: *How do I know when a sentence is a question? How do I know when a sentence is an exclamation?* Write words on the board. Have partners arrange the words to make a question. Then have them rearrange the words to make an exclamation.

Rob win can

→ Ask partners to read their two sentences aloud. Have the class identify the question and the exclamation.

Mechanics: Question and Exclamation Marks

① **Review** Remind children that a question ends with a question mark and an exclamation ends with an exclamation mark.

② **Practice** Write the following sentences. Read each aloud. Have children fix the sentences.

did Tim play (Did Tim play?)

the kids hop and jog up the hill (The kids hop and jog up the hill!)

Wrap Up the Week

- Review the Essential Question and encourage children to discuss using the oral vocabulary words.
- Review asking and answering questions about text and identifying key details.
- Review blending words with short *o*. Remind children that the letters of the alphabet follow a certain order.
- Use the Visual Vocabulary Cards to review the Words to Know.
- Remind children that nonfiction tells facts about a topic.

Approaching Level

Friends Are Fun
Poetry

Lexile 130

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

CCSS Use the illustrations and details in a text to describe its key ideas. **RI.1.7**

Leveled Reader: *Friends Are Fun*

Before Reading

Preview and Predict

Have children turn to the title page. Read the title and the author's name, and have children repeat. Preview the selection's photos. Prompt children to predict what the selection will be about.

Review Genre: Informational Text/Nonfiction

Have children recall that informational text gives facts and details about the real world.

ESSENTIAL QUESTION

Remind children of the Essential Question. Set a purpose for reading: *Let's read to find out what friends do together.*

Remind children that as they read, they can ask questions about information they do not understand or that they want to know more about.

During Reading

Guided Comprehension

As children whisper read *Friends Are Fun*, monitor and provide guidance, correcting blending and modeling the key strategies and skills.

Strategy: Ask and Answer Questions

Remind children that as they read, they can ask themselves questions and then find answers in the text. Say: *Asking questions helps us understand what we are reading.* Model using the strategy on page 2. *How do friends play? I look for the answer in the text. On page 2, I read that friends can run. In the photo, I see friends running together. I find one answer to my question. Friends can run.*

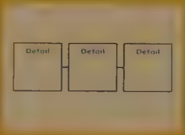
Skill: Key Details

Remind children that key details give the most important information. Children can look for key details in words and photos. While reading, ask: *What key details do you learn from the words? What key details do you learn from the photos?* Display a Key Details chart for children to copy.

Go Digital

Friends Are

Friends Are Fun



Graphic Organizer

Retell

Model recording children's answers in the detail boxes. Have children record the answers in their own charts.

Think Aloud *The words on page 2 tell us that the friends can run, and the photo shows us friends running. That is a key detail. I wonder what else friends can do when they play? I read page 3 and see in the photo that they like to hop in sacks. Let's add these details to the Key Details chart.*

Guide children to use the key details to tell what friends can do.

After Reading

Respond to Reading

Have children complete the Respond to Reading on page 12 after they have finished reading.

Retell

Have children take turns retelling the selection using the **Retelling Cards** as a guide. Help children make a personal connection by asking: *What can you do with your friends? Where do you play together?*

Model Fluency

Read the sentences one at a time. Have children chorally repeat. Point out to children how you phrase the repeated sentence patterns as you read.

Apply Have children practice reading with partners.

PAIRED READ ...

Genre Poetry
Read about what these friends like to play
With my friend Sam
I like to race.
We shoot our rockets
into space.
Friends Are Fun
Poetry

Leveled Reader

"I Like to Play"

Make Connections: Write About It Analytical Writing

Before reading, ask children to note that the genre of this text is poetry. Then discuss the Compare Texts direction. Ask children to make connections between the friends in "I Like to Play" and those in *Friends Are Fun*.

FOCUS ON SOCIAL STUDIES

Children can extend their knowledge of what friends do by completing the social studies activity on page 16.

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about what friends can do together from both selections in the Leveled Reader.

Level Up

Friends Are Fun
Friends Are Fun
Level-up lessons available online.

IF children can read *Friends Are Fun* Approaching Level with fluency and correctly answer the Respond to Reading questions,

THEN tell children that they will read a more detailed version of the selection.

- Use pages 2–3 of *Friends Are Fun* On Level to model using Teaching Poster 26 to identify the key details.
- Have children read the selection, checking their comprehension by using the graphic organizer.

Approaching Level

Phonological Awareness

IDENTIFY AND GENERATE RHYME

TIER 2

OBJECTIVES

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

Identify and generate rhyme

I Do

Explain to children that they will be identifying rhyming words. *Listen as I say two words:* hop, top. *The words rhyme. They both end in /op/. Now listen to this word:* mop. Mop *ends in /op/.* Mop *rhymes with* hop *and* top.

We Do

Listen to these words: hot, not. *Listen for the ending sounds: /h/ /ot/, /n/ /ot/. Do* hot *and* not *have the same ending sounds? Yes! That means they rhyme. What other words rhyme with* hot *and* not*?*

Repeat the routine for the following pairs:

log/jog fox/box nod/bag job/sob

You Do

Which words rhyme in each group? Say other words that rhyme with them.

stop/pop/bag sock/quit/lock win/dot/got

Repeat the rhyming routine with additional rhyming words.

PHONEME CATEGORIZATION

TIER 2

OBJECTIVES

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

Categorize words by phoneme

I Do

Explain to children that they will be grouping words by sounds. *Listen as I say three words: /mooop/, /hooot/, /baaag/. When I say* mop *and* hot*, I can hear the /o/ sound.* Bag *has the /a/ sound.* Bag *does not belong.*

We Do

Listen as I say three words: mom, sad, rock. Which two have the /o/ sound? *Yes,* mom *and* rock. *Sad* does not have /o/. It does not belong.

Repeat this routine with the following words:

hill, sock, lot pop, mad, fox box, dot, cap

You Do

It's your turn. Which word does not belong?

rock, stop, flag wig, pot, job spot, van, not

Repeat the categorization routine with additional short *o* words.

PHONEME DELETION

OBJECTIVES

CCSS Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **RF.1.2b**

Delete initial phonemes in words to form new words

I Do Explain to children that they will be deleting sounds. *When you delete, you subtract or take away. When you delete a sound, you take a sound away.*

Listen as I say a word: box, */boooks/. I will take away /b/ from* box. *That leaves /ooo/ /ks/.* Box *without /b/ is* ox.

We Do *Listen as I say a word: block. Say the word with me, /blllloook/. Let's take away /b/ from* block. *That leaves /lll/ /ooo/ /k/. Let's blend the sounds: /llloook/,* lock. Block *without /b/ is* lock.

Repeat this routine with the following pairs of words:

fox, ox *clock, lock* *floss, loss*

You Do *It's your turn. Take away the sounds from one word to form a new word.*

clock, lock blog, log slot, lot

PHONEME SEGMENTATION

OBJECTIVES

CCSS Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d**

I Do Explain to children that they will be segmenting words into sounds. *Listen as I say a word:* on. *I hear two sounds: /ooo/ and /nnn/. There are two sounds in the word* on: */ooo/ and /nnn/.*

We Do *Let's do some together. I am going to say a word: top. How many sounds do you hear? There are three sounds. The sounds in top are /t/ /ooo/ and /p/.*

Repeat this routine with the following words:

not hop log rock job pop

You Do *I'll say a word. Tell me how many sounds you hear. Then tell me the sounds.*

moss dot lock mop fog got block

ELL ENGLISH LANGUAGE LEARNERS

For the **ELLs** who need **phonemic awareness**, **phonics**, and **fluency** practice, use scaffolding methods as necessary to ensure children understand the meaning of the words. Refer to the Language Transfer Handbook for phonics elements that may not transfer in childrens' native languages.

Approaching Level

Phonics

CONNECT *o* TO /o/

TIER 2

OBJECTIVES

CCSS Know and apply grade- level phonics and word analysis skills in decoding words. **RF.1.3**

I Do Display the **Word-Building Card** o. *This is lowercase* o. *I am going to trace the letter* o *while I say /ooo/, the sound that the letter* o *stands for.* Trace the letter *o* while saying /ooo/ five times.

We Do *Now do it with me.* Have children trace the lowercase o with their fingers on the Word-Building Card while saying /ooo/ with you. Repeat five times.

You Do Have children connect the letter *o* to the sound /o/ by saying /ooo/ as they trace a lowercase o on paper five to ten times. Then ask them to write the letter *o* while saying /ooo/ five to ten times.

Repeat, connecting the letter *o* to the sound /o/ through tracing and writing the letters *Oo* throughout the week.

BLEND WORDS WITH SHORT *o*

TIER 2

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

I Do Display Word-Building Cards *t, o, p. This is the letter* t. *It stands for /t/. Say it with me: /t/. This is the letter* o. *It stands for /o/. Let's say it together: /o/. This is the letter* p. *It stands for /p/. I'll blend sounds together: /tooop/,* top.

We Do Guide children to blend the sounds and read: *on, ox, hot, rock, block, plop.*

You Do Have children use the Word-Building Cards to blend and read: *hop, pot, sock, log, box, clock, plot.*

Repeat, blending additional short *o* words.

You may wish to review Phonics with ELL using this section.

BUILD WORDS WITH SHORT *o*

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

I Do Display Word-Building Cards *o, x. These are the letters* o *and* x. *They stand for /ooo/ and /ks/. I will blend /ooo/ and /ks/ together: /oooks/,* ox. *The word is* ox.

We Do *Now let's do one together.* Make the word *ox* using Word-Building Cards. Place the letter *b* in front of it. *Let's blend: /b/ /oooks/, /boooks/,* box.

I am going to change the letter b *in* box *to the letter* f. Change *b* to *f. Let's blend and read the new word: /fff/ /ooo/ /ks/, /fffoooks/,* fox.

You Do Have children build the words: *fog, log, lot, hot, hop, pop, plop.*

Repeat, building additional words with short *o.*

BLEND WORDS WITH SHORT *o*

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

I Do Display Word-Building Cards *m, o, p. This is the letter* m. *It stands for /m/. This is the letter* o. *It stands for /o/. This is the letter* p. *It stands for /p/. Listen as I blend all three sounds: /mmmooop/,* mop. *The word is* mop.

We Do Let's do some together. Blend and read the words *on, rock, top, dot,* and *clock* with children.

You Do Display the words to the right. Have children blend and read the words.

top	mom	log	pot	rod	not
lock	pop	jog	Bob	sock	flock
block	toss	hog	glob	floss	lock
man	quack	slip	fix	clap	click

Tom and Bob will sit on the rock.

The black block is on top.

Mom got me six socks.

BUILD FLUENCY WITH PHONICS

Sound-Spellings Fluency

Display the following Word-Building Cards: *o, bl, cl, fl, gl, pl, i, a, ck, b, c, d, f, g, h, j, k, l, m, n, r, s, t, v, w, x, y.* Have children chorally say the sounds. Repeat and vary the pace.

Fluency in Connected Text

Have children review *Toss! Kick! Hop!* in their Reading/Writing Workshop. Identify short *o* words. Blend words as needed.

Have children reread the selection on their own or with a partner.

Approaching Level

Structural Analysis

REVIEW ALPHABETICAL ORDER

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words. **RF.1.3**

Arrange words in alphabetical order

I Do Remind children that the letters of the alphabet are in a special order. Say the letters with children. Write and read the words *jet, black, pop. Look at the first letters. B is first in the alphabet. J is next, then* p. *Write* black, jet, pop.

We Do Write and read these words: *sock, log, cop. Let's put these words in ABC order. Which word comes first? Yes,* cop *comes first. C comes first in the alphabet. Which word comes next? Which comes last? Write the words in ABC order.*

Repeat this routine with the following examples:

ox, fog, top   boss, odd, got   rod, cod, pot

You Do Give partners three or four words that begin with different letters. Have them work together to put the words in ABC order.

Repeat Have children write words that begin with different letters. Ask them to put one another's words in ABC order.

RETEACH ALPHABETICAL ORDER

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words. **RF.1.3**

Arrange words in alphabetical order

I Do Write and read these words: *cot, mop, sock. These words are in ABC order.* Circle each first letter. *Look at the first letters.* C *is before* m *in the alphabet, so* cot *is before* mop *in ABC order.* M *is before* s, *so* mop *is before* sock.

We Do Write and read these words: *box, toss, lock. Let's put these words in ABC order.* Circle the first letters. *Which letter comes first in the alphabet?* B *does so* box *comes first in ABC order. Write* box. *Which letter comes next,* t *or* l? L *does so we'll write* lock *next.* T *comes after* b *and* l *so we'll write* toss *last.*

Repeat this routine with these examples:

moss, dot, pop   sock, hop, not   rock, got, flock

You Do *Now it's your turn. Put the words in ABC order.*

dock, boss, hot   jog, clock, toss   nod, log, pop

Repeat Have children put groups of two or three words in ABC order.

High-Frequency Words

REVIEW

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review *fun, make, they, too*

I Do Use **High-Frequency Word Cards** to **Read/Spell/Write** each high-frequency word. Use each word orally in a sentence.

We Do Guide children to Read/Spell/Write each word on their **Response Boards**. Help them generate oral sentences for the words.

You Do Have partners work together to Read/Spell/Write the words *fun, make, they,* and *too*. Ask them to say sentences for the words.

RETEACH

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

I Do Review the high-frequency words using the Read/Spell/Write routine. Write and read a sentence for each word. Invite children to chime in for the high-frequency word.

We Do Guide children in using the Read/Spell/Write routine. Ask them to complete sentence starters: *(1)) It is fun to ____? (2) I like to make ____. (3) They are ____. (4) I can ____and you can, too!*

You Do Ask children to work with partners to say and write each word. Have children self-correct.

CUMULATIVE REVIEW

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review previously taught high-frequency words

I Do Display the High-Frequency Word Cards from the previous weeks. Use the Read/Spell/Write routine to review each word.

We Do Guide children as they Read/Spell/Write the words on their Response Boards. Have students complete sentence frames for the words. *I can pull ____. Will you come ____?*

You Do Show each card and have children chorally read. Mix and repeat.

Fluency Display the High-Frequency Word Cards. Point to words in random order. Have children chorally read. Repeat at a faster pace.

Approaching Level

Comprehension

READ FOR FLUENCY

TIER 2

OBJECTIVES

CCSS Read with sufficient accuracy and fluency to support comprehension. **RF.1.4**

I Do Read the first two sentences of the Practice Book selection. Model using appropriate phrasing for the patterns and repeated phrases.

We Do Reread the first two sentences and have children repeat each sentence after you. Point out the repeated sentences and patterns and how you can phrase these appropriately; for example, phrasing what each animal can do—*A cat* [very slight pause] *can hop.*

You Do Have children read the rest of the selection aloud. Remind them to use appropriate phrasing when they read patterns or repeated phrases.

IDENTIFY DETAILS

TIER 2

OBJECTIVES

CCSS Use illustrations and details in a text to describe its key ideas. **RI.1.7**

I Do Remind children what a detail is. *A detail is a piece of information about something that helps us understand it. The color of my hair, whether or not I wear glasses, and my height are details that tell about me. When we read, we can find details in the words and in the pictures. These details tell about the story.*

We Do Display the Practice Book selection. *Let's look for details in the pictures. In one picture , I see a cat jumping onto a boy's lap. That is a detail. It shows me that a cat can hop.*

You Do Guide children as they discuss other details in the passage and pictures. Prompt them to tell what details they learn from the details.

REVIEW KEY DETAILS

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

I Do Remind children that when they read informational selections, they should look for important, or key, details. The key details give the most important information about the selection.

We Do Read the first two sentences in the Practice Book selection together. Pause to point out the key details in each group and to discuss why they are important. *From the picture, we learn what a fox looks like. From the words, we learn one thing that a fox does. It naps.*

You Do Continue reading, then ask: *What important details have we read so far?* Record each detail on a Key Details chart. Continue by guiding children as they continue to read and identify key details in the rest of the story. Add the key details to the chart.

SELF-SELECTED READING

OBJECTIVES

CCSS With prompting and support, read informational texts appropriately complex for grade 1. **RI.1.10**

Apply strategy and skill to read a text

Read Independently

Have children pick an informational text selection for sustained silent reading. Remind them that:

- they should look for important details in the words and pictures.
- as they read, they can ask themselves questions and then look for the answers in the words and pictures.

Read Purposefully

Have children record the important details on a Key Details chart. After reading, guide children to participate in a group discussion about the story they read. Guide children to:

- share the information they recorded on their Key Details chart.
- tell what interesting details they learned.
- share questions they asked themselves while reading and tell how they found answers.

On Level

Friends Are Fun
Poetry

Lexile 110

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

CCSS Use the illustrations and details in a text to describe its key ideas. **RI.1.7**

Leveled Reader: *Friends Are Fun*

Before Reading

Preview and Predict

Have children turn to the title page. Read the title and the author's name, and have children repeat. Preview the selection's photos. Prompt children to predict what the selection will be about.

Review Genre: Informational Text/Nonfiction

Have children recall that informational text gives facts and details about the real world.

ESSENTIAL QUESTION

Remind children of the Essential Question. Set a purpose for reading: *Let's read to find out what friends like to do together.*

Remind children that as they read, they can ask questions about what is happening in the selection.

During Reading

Guided Comprehension

As children whisper read *Friends Are Fun,* monitor and provide guidance, correcting blending and modeling the key strategies and skills.

Strategy: Ask and Answer Questions

Remind children that as they read, they can ask themselves questions and then look for answers in the text. Asking and answering questions can help you understand the text. Model how to use the strategy. I read that friends are fun. I ask myself this question: *Why are friends fun?* Then I look for the answer. On page 2, I read that you can run with a friend. In the photo, I see friends running. That is one answer to my question.

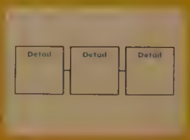
Skill: Key Details

Remind children that key details give the most important information about the selection. They can find key details in words and pictures. While reading, ask: *What key details do you learn from the words? What key details do you learn from the pictures?* Display a Key Details chart for children to copy.

Go Digital

Friends Are

Friends Are Fun



Graphic Organizer

Retell

Model recording answers for children. Have children copy the answers into their own charts.

Think Aloud As I read, I will look for key, or important, details. I know that key details can be found in the text or in the pictures.

Once the selection is finished, prompt children to complete the chart.

After Reading

Respond to Reading

Have children complete the Respond to Reading on page 12 after they have finished reading.

Retell

Have children take turns retelling the selection using the **Retelling Cards** as a guide. Help children make a personal connection by asking: *What makes your friends fun? What things do you and your friends do that are the same as the friends in the selection?*

Model Fluency

Read the sentences one at a time. Have children chorally repeat. Point out to children how you read with appropriate phrasing.

Apply Have children practice repeated reading with partners. Provide feedback as needed.

PAIRED READ ...

"I Like to Play"

Genre Poetry

Read about what these friends like to do together.

With my friend Sam
I like to race.
We shoot our rockets
into space

13

Leveled Reader

Make Connections: Write About It

Analytical Writing

Before reading, ask children to note that the genre of this text is poetry. Then discuss the Compare Texts direction. After reading, ask children to make connections between the friends in "I Like to Play" and the friends in *Friends Are Fun*.

FOCUS ON SOCIAL STUDIES

Children can extend their knowledge of what friends do by completing the social studies activity on page 16.

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about why friends are fun from both selections in the Leveled Reader.

Level Up

Friends Are Fun
Friends Are Fun
Level-up lessons available online.

IF children can read *Friends Are Fun* **On Level** with fluency and correctly answer the Respond to Reading questions,

THEN tell children that they will read a more detailed selection about friends.

- Use pages 2–3 of *Friends Are Fun* **Beyond Level** to model using Teaching Poster 26 to identify the main idea and key details.
- Have children read the selection, checking their comprehension by using the graphic organizer.

On Level

Phonics

BUILD WORDS WITH SHORT *o*

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Build and decode words with short *o*

I Do Display **Word-Building Cards** *p, o, t. These are the letters* p, o, *and* t. *They stand for /p/ /ooo/ and /t/. I will blend /p/ /ooo/ and /t/ together: /pooot/,* pot. *The word is* pot.

We Do *Let's blend the word* pot *together: /pooot/,* pot. *Now let's change the letter* p *to* c. Invite a volunteer to change the letter *p* to *c. Let's blend and read the new word together: /k/ /ooo/ /t/, /kooot/,* cot. *The new word is* cot.

You Do Have children build and blend these words: *hot, hop, mop, moss, boss, bog, log, lock,* and *clock*.

Repeat with additional short *o* words.

High-Frequency Words

REVIEW WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review high-frequency words: *fun, make, they, too*

I Do Use the Read/Spell/Write routine to review *fun, make, they,* and *too*. Use each word orally in a sentence.

We Do Guide children to Read/Spell/Write each word using their **Response Boards**. Then have partners say sentences for the words. Have one partner say a sentence and the other repeat the high-frequency word in it.

You Do Have partners use the Read/Spell/Write routine with the words *fun, make, they,* and *too*. Ask them to say sentences about this week's selections. Explain that each sentence should contain at least one high-frequency word.

Comprehension

REVIEW KEY DETAILS

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

I Do Remind children that when they read informational text, they should look for important details. *When we read informational text, we can learn important details from the words and the pictures. Important details help us enjoy and understand what we read.*

We Do Read the first two sentences of the Practice Book selection aloud. Pause to point out key details in the words and pictures. Ask why each detail is important. *We read that a cat can hop. Why is this a key detail?*

You Do Guide children to read the rest of the Practice Book selection. Remind them to identify the important details as they read. Then invite children to discuss the details and tell why they are important.

SELF-SELECTED READING

OBJECTIVES

CCSS With prompting and support, read informational text appropriately complex for grade 1. **RI.1.10**

Apply the strategy and skill to read a text

Read Independently

Have children pick an informational text selection for sustained silent reading. Remind them to:

- → look for important details in the words and pictures.
- → ask themselves questions and then look for the answers in the words and pictures.

Read Purposefully

Have children record the important details on a Key Details chart. After reading, guide partners to:

- → share the information they recorded on their Key Details chart.
- → tell what interesting details they learned.
- → share questions they asked themselves while reading and tell how they found answers.

Beyond Level

Friends Are Fun
Poetry

Lexile 350

OBJECTIVES

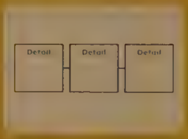
CCSS Ask and answer questions about key details in a text. **RI.1.1**

CCSS Use the illustrations and details in a text to describe its key ideas. **RI.1.7**

Leveled Reader: *Friends Are Fun*

Go Digital

Friends Are Fun



Graphic Organizer

Before Reading

Preview and Predict

Read the title and the author's name. Have children preview the title page and the photographs. Ask: *What do you think this book will be about?*

Review Genre: Informational Text/Nonfiction

Have children recall that informational text gives facts and details about the real world. Tell them to look for characteristics of informational text as they read the leveled reader.

ESSENTIAL QUESTION

Remind children of the Essential Question: What do friends do together? Have children set a purpose for reading by saying: *What do you want to find out about what friends do when they play together?*

During Reading

Guided Comprehension

Have children whisper read *Friends Are Fun*. Have them place self-stick notes next to difficult words. Remind children that when they come to an unfamiliar word, they can look for familiar spellings. Explain that they will need to break longer words into smaller chunks and sound out each part.

Monitor children's reading. Stop periodically and ask open-ended questions to facilitate rich discussion, such as: *What does the author want us to know about friends?* Build on children's responses to develop deeper understanding of the text.

Strategy: Ask and Answer Questions

Remind children that asking and answering questions about a selection can help them understand what they read. Say: *Ask yourself questions about what you read. Look for the answers to your questions in the text and in the photographs.*

Skill: Key Details

Remind children that informational texts have key details. After reading, ask: *What are the key details in this book? How did paying attention to key details help you understand why friends are fun?* Display a Key Details chart for children to copy.

Model how to record the key details. Have children fill in their charts.

Think Aloud *As I read, I will look for key details in the text and in the photographs. I will use the key details to help me understand the selection.*

After Reading

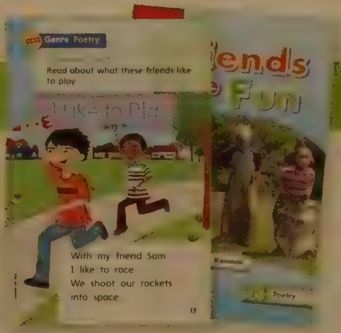
Respond to Reading

Have children complete the Respond to Reading on page 12 after they have finished reading.

Retell

Have children take turns retelling what they learned from the selection. Help children make a personal connection by writing about why their friends are fun. Say: *Write about why your friends are fun. What do you do with your friends? How do you help them? What do you share?*

PAIRED READ ...



Leveled Reader

"I Like to Play"

Make Connections: Write About It Analytical Writing

Before reading "I Like to Play," have children preview the title page and prompt them to identify the genre. Then discuss the Compare Texts direction. After reading, have children work with partners to discuss key details they read in "I Like to Play" and *Friends Are Fun*. Ask children to make connections by discussing how the friends in each selection are alike and different.

FOCUS ON SOCIAL STUDIES

Children can extend their knowledge of what friends do by completing the social studies activity on page 16.

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about friends from both selections in the Leveled Reader.

Gifted and Talented

SYNTHESIZE Challenge children to think of what might happen if the friends in the selections did not help each other and did not share. Children should make a prediction and write about how this might affect what friends do together.

EXTEND Have children use facts they learned from the week or do additional research about friends.

Beyond Level

Vocabulary

ORAL VOCABULARY: ANTONYMS

OBJECTIVES

CCSS Use sentence-level context as a clue to the meaning of a word or phrase. **L.1.4a**

I Do Review with children the meaning of the oral vocabulary word *collect*.

Explain that an antonym means the opposite of another word. Collect *means "gather things together." Words that mean "not gather things together" or "to cause to separate" are* disperse *or* scatter. *Those words are antonyms for* collect.

We Do Continue with: *Today I will deliver a card to a friend. Antonyms for* deliver *include* keep, retain, *and* withhhold.

You Do Have partners role-play collecting as they come up with sentences for *collect*. Then have them role-play separating each other as they come up with sentences for *disperse* and *scatter*.

Gifted and Talented **Extend** Have children work with partners to tell a story about our week's theme, how friends play together, using the words *collect* and *deliver*. Challenge them to include antonyms in the story.

Comprehension

REVIEW KEY DETAILS

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

I Do Discuss with children how they can determine the key, or important, details in informational text. Prompt them to tell where they can find important details.

We Do Guide children in reading the first two sentences of the Practice Book selection aloud. Pause to prompt children to identify important details and discuss why they are important. *What important detail did we read? Why is this an important detail?*

You Do Have children read the rest of the Practice Book selection independently. Remind them to identify the important details in the text and the illustrations as they read. Then invite children to discuss the details and tell why they are important.

SELF-SELECTED READING

OBJECTIVES

CCSS With prompting and support, read informational texts appropriately complex for grade 1. **RI.1.10**

Apply the strategy and skill to read a text

Read Independently

Have children pick an informational text selection for sustained silent reading. Tell them that they should use a Key Details chart to record important details. Remind them to ask themselves questions and then look for answers in the words and the pictures.

Read Purposefully

Have children record the important details on a Key Details chart. After reading, guide children to:

- share the information they recorded on their Key Details chart with a partner and discuss their favorite details.
- record information about the selection in a reading response journal.

Gifted and Talented

Independent Study Have children discuss the similarities and differences between their self-selected reading and what they read this week about how friends play together. Challenge them to write a few sentences in response to their reading and how it relates to the week's theme.

English Language Learners

Shared Read: *Toss! Kick! Hop!*

Toss!
Kick!
Hop!

Reading/Writing Workshop

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

CCSS Use the illustrations and details in a text to describe its key ideas. **RI.1.7**

CCSS With prompting and support, read informational text appropriately complex for grade 1. **RI.1.10**

Before Reading

Build Background

Read the Essential Question: *What do friends do when they play together?*

→ Explain the meaning of the Essential Question: *Friends are people who like each other. Friends do things together, or with each other.*

→ **Model an answer:** *I do many things with my friends. I have lunch with my friends. I play games with my friends. I help my friends. My friends help me, too.*

→ Ask children questions that tie the Essential Question to their own background knowledge: *What do you do with your friends? Tell your partner. Ask partners to share their answers.*

During Reading

Interactive Question-Response

→ Ask questions that help children understand the meaning of the text after each paragraph.

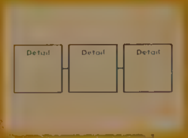
→ Reinforce the meanings of key vocabulary by providing meanings embedded in the questions.

→ Ask children questions that require them to use key vocabulary.

→ Reinforce the comprehension strategies and skills of the week by modeling.

Go Digital

Toss! Kick! Hop!



Graphic Organizer

Toss! Kick! Hop!

Pages 74–75

Point to the title. *Listen as I read the title.* Point to each word as you read it. *What is the title?* (Toss! Kick! Hop!)

Point to the girls and the hopscotch. *The girls are friends. The girls play hopscotch. Pretend you are playing hopscotch. Let's hop together.*

Explain and Model Phonics Repeat the title. *Listen carefully. Raise your hand when you hear a word with the /o/ sound.* (toss, hop) *Let's practice saying each word together:* toss, hop.

Let's read the selection to find out what friends do.

Pages 76–77

Point to the tire swing in the photo on page 76. *This is a tire swing. Say it with me:* tire swing. *Listen as I read page 76:* "Kids play together." *Look at the photo. How do kids play together?* (They play on a tire swing.)

Let's read page 77 together: "Kids zip, zip, zip." *Look at the photo. What do the kids do when they zip?* (run)

Explain and Model the Skill Remind children that they can look for details in the words and photos. *On page 76, I read and learned that kids play. I see in the photo two kids playing on a tire swing. On page 77, the words tell me what kids do. They zip. The photo shows me what kids do when they zip. They run.*

Page 78–79

Let's read the pages together: "Kids toss, toss, toss. Kids kick, kick, kick too." *Look at the photos. What do kids toss and kick?* (balls) *Let's pretend to toss. Now let's pretend to kick.*

How are the two balls alike? (They both are round. They both have a lot of colors.)

Pages 80–81

Look at the photos. Point to the blocks. *These are blocks. Say it with me:* blocks. Point to the dolls. *These are dolls. Say it with me:* dolls. *Let's read these pages together:* "Kids make block houses. Kids make dolls."

Explain and Model the Strategy Point to the photos. *The photos show kids making things. We can ask ourselves this question:* What do kids make? *Then we look for answers when we read.*

What do you build with blocks?

Page 82

Let's read the page: "Kids hop in sacks. Hop, hop, flop!" *Which kids hop? Which kid flops? Let's hop. Now let's flop.*

Page 83

Let's read the page together: "They have fun!"

Explain and Model the High-Frequency Words *If you have fun, you have a good time.* Point to the kids in the photo. *Kids smile. They have fun.* They *stands* for kids. *Say it with me: Kids smile. They have fun. Let's smile.*

What do you do to have fun?

After Reading

Make Connections

→ Review the Essential Question.

English Language Learners

Lexile 100

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

CCSS Use the illustrations and details in a text to describe its key ideas. **RI.1.7**

CCSS With prompting and support, read informational text appropriately complex for grade 1. **RI.1.10**

ACADEMIC LANGUAGE

reread, retell

Leveled Reader:
Friends Are Fun

Before Reading

Preview

Read the title. Ask: *What is the title? Say it again.* Repeat with the author's name. Preview the selection's photos. Have children describe the photos. Use simple language to tell about each page. Follow with questions, such as *Can these friends run? What can these friends do?*

ESSENTIAL QUESTION

Remind children of the Essential Question. Say: *Let's read to find out what friends do together.* Encourage children to ask for help if they do not understand a word or phrase.

During Reading

Interactive Question-Response

Pages 2–3 *Let's read the label on page 2:* friends. *Now you say it:* friends. *Let's read page 2 together:* "Friends are fun. They can run." *What can these friends do?*

Retell to your partner what you have learned so far. (Friends are fun. Friends can run. Friends can hop. They hop in a sack.)

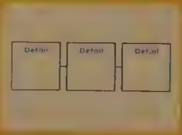
Pages 4–5 *Let's read the label on page 4:* bike. *Now let's read the sentences on page 4:* "Friends can help you. They like to help." *What does this girl help her friend do? Now let's read page 5.* "Friends can make a fort, too." Point to the photo on page 5. *This is a fort. Say it with me:* fort.

Pages 6–7 Read pages 6-7. Then say: *When you share, you let your friends use something that you are using. Say it with me:* share. *Look at the photo on page 6. Let's read the label together:* book. *What do these friends share? Tell your partner. What else do friends share? Let's read the sentence on page 7 that tells us.* (They can share an apple, too.)

Pages 8–9 *Look at the label on page 8. The friends play a game. Say it with me:* game. *Let's read about the friends on page 8:* "Friends are big. They are little, too." *Which friend is big? Which friend is little? Tell your partner. Look at the girl in the photo on page 9. Let's read the label:* dog. *Who is the girl's friend? Tell your partner about her friend.*

Go Digital

Friends Are Fun



Graphic Organizer

Retell

Pages 10–11 Read pages 10-11. *Look at page 10. This is a bowl. Say it with me:* bowl. *How many bowls do you see? What are the friends doing?*

After Reading

Comprehension Check

Revisit the Essential Question. Ask partners to fill in the graphic organizer and answer the questions on page 12. Pair children with peers of varying language abilities.

Retell

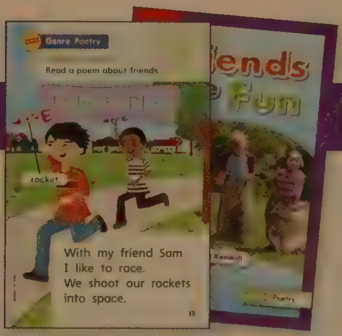
Model retelling using the **Retelling Card** prompts. Then guide children to retell the selection to a partner. Say: *Look at the photos. Use details you see to help you retell the selection.*

Phrasing Fluency: Read Patterns and Repeated Phrases

Read the sentences in the book, one at a time. Help children echo-read the pages with proper phrasing. Remind them to read repeated sentence patterns with proper fluency.

Apply Have children practice reading with partners. Pair children with peers of varying language abilities. Provide feedback as needed.

PAIRED READ ...



With my friend Sam
I like to race.
We shoot our rockets
into space.

Leveled Reader

"I Like to Play"

Make Connections: Write About It **Analytical Writing**

Before reading, tell children that this text is poetry. Then discuss the Compare Texts direction.

After reading, ask children to make connections between what they read in "I Like to Play" and *Friends Are Fun*. Prompt children by providing sentence frames: *Both selections tell about* ____. *Friends are fun because* ____. *Friends like to* ____.

FOCUS ON SOCIAL STUDIES

Children can extend their knowledge what friends do by completing the social studies activity on page 16.

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about friends from both selections in the Leveled Reader.

Level Up

Friends Are Fun
Friends Are Fun
Level-up lessons available online.

IF children can read *Friends Are Fun* **ELL Level** with fluency and correctly answer the Respond to Reading questions,

THEN tell children that they will read a more detailed version of the selection.

- Use pages 2–3 of *Friends Are Fun* **On Level** to model using Teaching Poster 26 to identify the key details.
- Have children read the selection, checking their comprehension by using the graphic organizer.

English Language Learners

Vocabulary

PRETEACH ORAL VOCABULARY

OBJECTIVES

CCSS Produce complete sentences when appropriate to task and situation. **SL.1.6**

LANGUAGE OBJECTIVE

Use vocabulary words

I Do Display images from the **Visual Vocabulary Cards** one at a time and follow the routine to preteach the oral vocabulary words *cooperate* and *deliver*.

We Do Display each image again and explain how it illustrates or demonstrates the word. Model using sentences to describe the image.

You Do Display the word again and have children create sentences using each word.

Beginning	Intermediate	Advanced/High
Provide sentence frames for children to complete: *Please cooperate with* ____. *Deliver the* ____.	Have partners use each word in a sentence.	Have children write sentences for each word.

PRETEACH ELL VOCABULARY

OBJECTIVES

CCSS Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. **SL.1.1**

LANGUAGE OBJECTIVE

Use vocabulary words

I Do Display images from the Visual Vocabulary Cards one at a time and follow the routine to preteach the ELL Vocabulary words *friendship* and *together*. Say each word and have children repeat it. Define the word in English.

We Do Display the image again and explain how it illustrates or demonstrates the word. Model using sentences to describe the image.

You Do Display the word again and have children say the word and then spell it. Provide opportunities for children to use the words in speaking and writing. Provide sentence starters.

Beginning	Intermediate	Advanced/High
Point to a picture and ask Does this show ____ or ____? Children respond *It is* ____, naming the word.	Give simple clues about a word's meaning. Have children use the word in a sentence to respond.	Have children use their own words to tell what each word means.

High-Frequency Words

REVIEW WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

LANGUAGE OBJECTIVE

Review high-frequency words *fun, make, they, too*

I Do Display the **High-Frequency Cards** for *fun, make, they,* and *too*. Use the **Read/Spell/Write** routine to teach each word. Have children write the words on their **Response Boards**.

We Do Write sentence frames on separate lines. Track the print as children read and complete the sentences: *(1) For fun, we _____. (2) I can make _____. (3) They have _____. (4) Like my friend, I _____, too.*

You Do Display the High-Frequency Word Cards from the previous weeks. Display one card at a time as children chorally read the word. Mix and repeat. Note words that children need to review.

Beginning	Intermediate	Advanced/High
Have children pick a card and say the word. Use the word in a sentence for them to repeat.	Have partners take turns asking and answering questions using the words.	Have partners write sentences using the words.

RETEACH WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

LANGUAGE OBJECTIVE

Reteach high-frequency words

I Do Display the Visual Vocabulary Card and say the word aloud. Define the word in English and, if appropriate, in Spanish. Identify any cognates.

We Do Point to the image again and explain how it illustrates or demonstrates the word. Ask children to repeat the word. Engage children in structured partner-talk about the image as prompted on the back of the card. Ask children to chorally say the word three times.

You Do Display each visual in random order, hiding the word. Have children identify the word and define it in their own words.

Beginning	Intermediate	Advanced/High
Ask children to copy the word and draw a picture to illustrate its definition.	Provide sentence frames using the words for children to complete.	Display the words. Have partners take turns spelling the words for the other to name and use in a sentence.

English Language Learners

Writing/Spelling

WRITING TRAIT: ORGANIZATION

OBJECTIVES

CCSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

LANGUAGE OBJECTIVE

Compare and contrast details

I Do Explain that writers often organize their ideas by comparing and contrasting information. Write and read these sentences: *This cat is big. This cat is little.* Have children tell how the animals are alike. (Both are cats) Then have them tell how the animals are different. (size)

We Do Display the pictures on pages 76 and 77 of *Toss! Kick! Hop!* Point out how both illustrations show children playing together. Ask children to compare and contrast the different activities.

You Do Have children say sentences to tell how things in the classroom are alike and/or different.

Beginning	Intermediate	Advanced/High
Guide children by providing sentence starters: *These objects are alike/different because* ______.	Ask partners to do two actions, such as stand and wave. Have other children tell what is different in how they waved.	Have children create sentences that compare and contrast details in selections they've read this week.

WORDS WITH SHORT *o*

OBJECTIVES

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

LANGUAGE OBJECTIVE

Spell words with short *o*

I Do Read aloud the first Spelling Word on page T248. Segment the word into sounds and attach a spelling to each sound. Point out the short /o/ sound and spelling. Read aloud, segment, and spell the remaining words and have children repeat.

We Do Read aloud the first sentence from the Dictation routine on page T248. Then read the short o word slowly and ask children to repeat. Have them write the word. Repeat the process for the remaining sentences.

You Do Display the words. Have children work with partners to check their spelling lists. Have children correct misspelled words on their lists.

Beginning	Intermediate	Advanced/High
Help children say the words and copy them with the correct spelling.	After children have corrected their words, have pairs quiz each other.	Challenge children to think of other words that have the short *o*.

Grammar

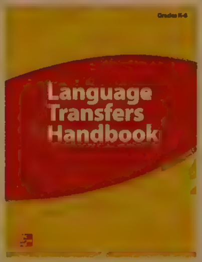
QUESTIONS AND EXCLAMATIONS

OBJECTIVES

CCSS Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.1.1**

LANGUAGE OBJECTIVE

Use correct punctuation for questions and exclamations


Language Transfers Handbook

TRANSFER SKILLS

Cantonese, Haitian Creole, Hmong, Korean, Vietnamese, and Khmer speakers may omit -*s* in third-person singular, present-tense verbs when creating sentences (*The cat see the mat.*). Point it out and emphasize the -*s* when giving examples.

I Do Review that a question is a sentence that asks something and ends with a question mark. Write the following sentences on the board: *Bob can clap. Can Bob clap?* Ask children to identify the statement and the question. Point out the difference in the word order and end punctuation.

Next tell children that an exclamation shows strong feeling or excitement and ends with an exclamation mark. Write the following sentences on the board: *The pan is hot! Is the pan hot?* Read the first sentence with alarm. Ask children to tell how the exclamation is different from the question.

We Do Write statements, questions, and exclamations, such as those provided below, on the board. Have children read each aloud and identify each as a statement, a question, or an exclamation.

The man sees a cap.

Can I play?

Sam did it!

Is the cat big?

You Do Pair children and have them write sentences that ask questions and convey excitement. Circulate, listen in, and take note of each child's language use and proficiency.

Beginning	Intermediate	Advanced/High
Help children use complete sentences to ask about a picture they saw in one of the selections. Model a response: *Is this a ____?*	Ask children to ask each other questions about the selections they've read. Then have them come up with statements that show strong feelings.	Have children write a paragraph using statements, questions, and exclamations.

PROGRESS MONITORING

Weekly Assessment

CCSS TESTED SKILLS

✓COMPREHENSION:

- Key Details **RI.1.1**
- Use Illustrations/ Photos **RI.1.7**

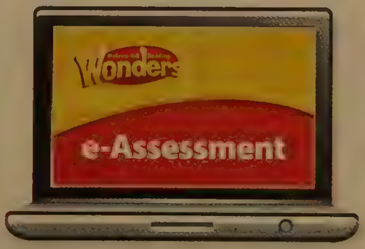
✓PHONEMIC AWARENESS:

- Phoneme Categorization **RF.1.2c**
- Phoneme Segmentation **RF.1.2d**
- Phoneme Deletion **RF.1.2d**
- Identify and Generate Rhyme **RF.1.3b**
- Phoneme Blending (initial sound) **RF.1.2b**

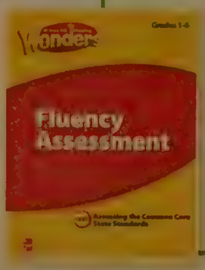
✓PHONICS/STRUCTURAL ANALYSIS/HIGH-FREQUENCY WORDS:

- Short *o* **RF.1.3b**
- Alphabetical Order **RF.1.3b**
- *fun, make, they, too* **RF.1.3g**

Wonders
Grade 1
Weekly Assessment
Assessing the Common Core State Standards


Wonders
e-Assessment

FLUENCY


Wonders
Grades 1-6
Fluency Assessment
Assessing the Common Core State Standards

Conduct group fluency assessments.

Assess fluency for one group of children per week using the **Letter Naming, Phoneme Segmentation,** and **Sight Word Fluency** assessments in ***Reading Wonders Fluency Assessment.***

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Using Assessment Results

TESTED SKILLS	If ...	Then ...
COMPREHENSION	Children answer 0–3 multiple-choice items correctly . . .	. . . assign Lessons 13–15 on Key Details (Nonfiction) and Lesson 105 on Using Illustrations, Photographs, and Captions from the ***Tier 2 Comprehension Intervention online PDFs.***
PHONEMIC AWARENESS	Children answer 0–1 multiple-choice items correctly . . .	. . . assign Lessons 53–54 on Phoneme Categorization: Medial Sounds, Lessons 66–71 on Phoneme Segmenting, Lesson 102 on Initial Phoneme in a Blend Deletion, Lessons 6–8 on Identify Rhyme, and Lessons 62–66 on Phoneme Blending from the ***Tier 2 Phonemic Awareness Intervention online PDFs.***
PHONICS/ STRUCTURAL ANALYSIS/HFW	Children answer 0–5 multiple-choice items correctly . . .	. . . assign Lesson 47 on Short o and Lesson 41 on Alphabet Review from the ***Tier 2 Phonics/ Word Study Intervention online PDFs.***

Response to Intervention

Use children's assessment results to assist you in identifying children who will benefit from focused intervention.

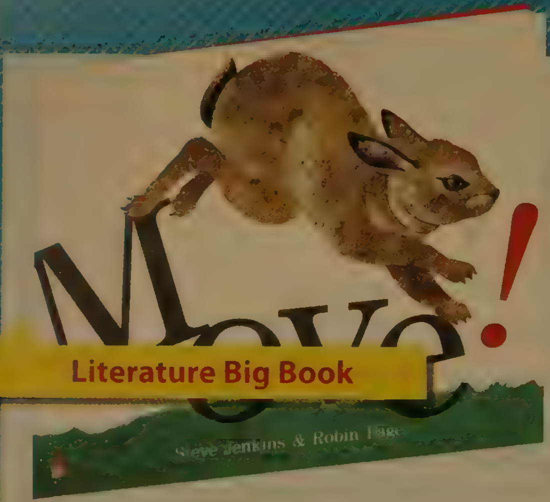
Use the appropriate sections of the ***Placement and Diagnostic Assessment*** to designate children requiring:

TIER 2 **Intervention Online PDFs**

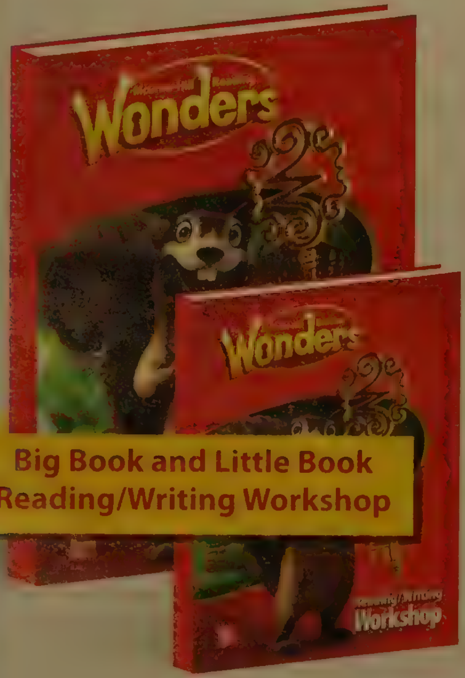
TIER 3 **WonderWorks Intervention Program**

WEEKLY OVERVIEW

TEACH AND MODEL


Move!
Steve Jenkins & Robin Page

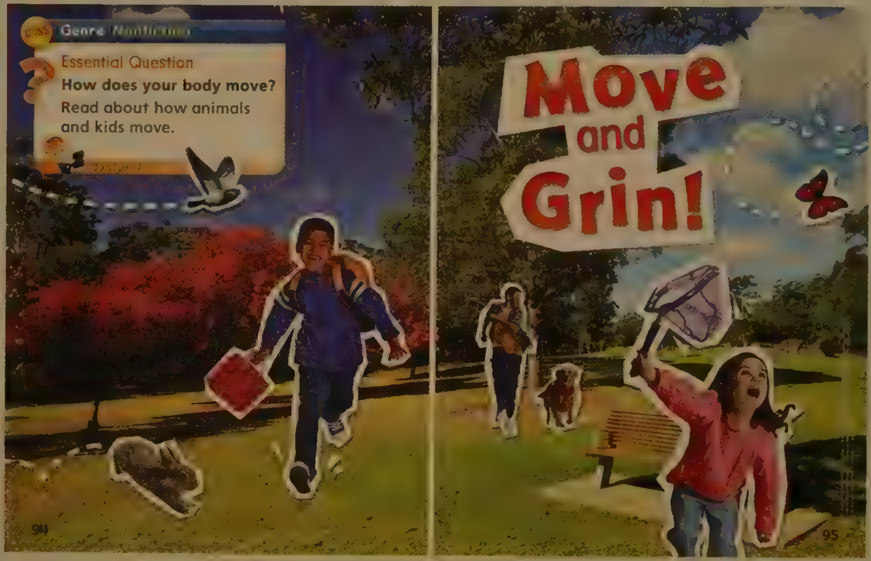
Literature Big Book


Wonders
Wonders
Reading/Writing Workshop

Big Book and Little Book Reading/Writing Workshop

Listening Comprehension

Comprehension Strategy *Ask and Answer Questions* T322–T323


CCSS Genre Nonfiction
Essential Question
How does your body move?
Read about how animals and kids move.
Move and Grin!
94
95

Close Reading

Shared Reading *Move and Grin!*, 94–103

Genre Nonfiction

Lexile 350

Words to Know T327

jump, move, run, two

Minilessons

✓ **Tested Skills** CCSS

- ✓ **Phonics** .... *r*- and *s*-Blends, T328–T329
- ✓ **Comprehension Skill** .... Key Details, T339
- ✓ **Writing Traits** .... Organization, T348
- ✓ **Grammar** .... Writing Sentences, T349

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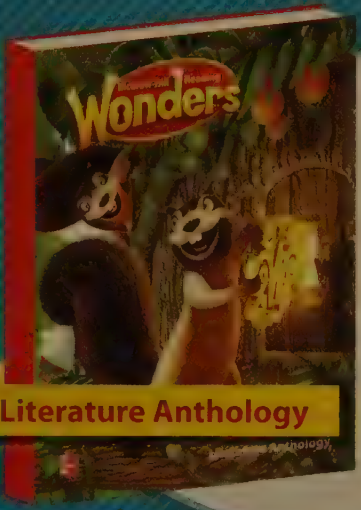
LET'S MOVE!

Essential Question

How does your body move?

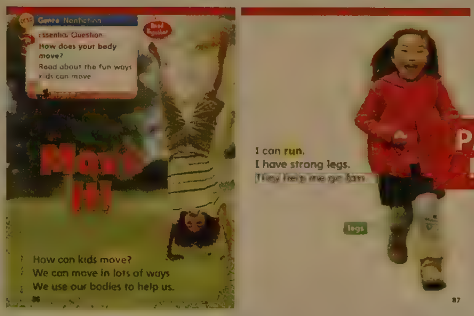
WEEK 5

APPLY WITH CLOSE READING



Literature Anthology

Complex Text



Essential Question
How does your body move?
Read about the fun ways kids can move.

Move It!

How can kids move?
We can move in lots of ways.
We use our bodies to help us.

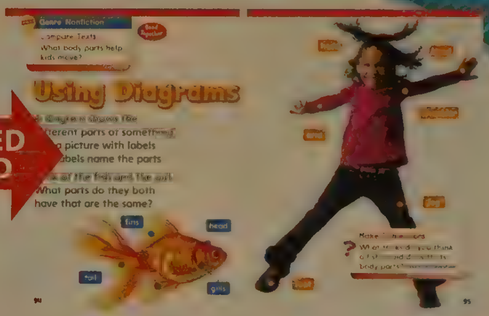
I can run.
I have strong legs.
They help me go fast.

Move It!, 86–91

Genre Nonfiction

Lexile 60

PAIRED READ



Using Diagrams

What parts do they both have that are the same?

"Using Diagrams," 94–95

Genre Nonfiction

Lexile 440

Differentiated Text

Leveled Readers *Including Paired Reads*

APPROACHING

Lexile 170

ON LEVEL

Lexile 200

BEYOND

Lexile 390

ELL

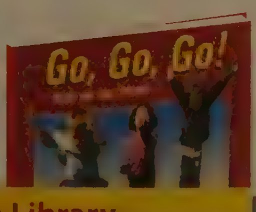
Lexile 190

Extended Complex Text

The Busy Body Book: A Kid's Guide to Fitness

Genre
Nonfiction

Lexile 680



Go, Go, Go!: Kids on the Move

Genre
Nonfiction

Lexile BR

Classroom Library lessons available online.

Classroom Library

BR = Epitome of a beginning reader

"Book Cover (Drag[illegible])", copyright © 2008 by Dragonfly Books, from THE BUSY BODY BOOK by [illegible] Crown Publishers, an imprint of Random House

TEACH AND MANAGE

How You Teach

INTRODUCE

Wonders
Reading/Writing Workshop

Weekly Concept
Let's Move!

Ready, Set, Move!

Reading/Writing Workshop
52–63

TEACH

Move!
Wonders
Reading/Writing Workshop

Listening Comprehension
Move!

Close Reading
Move and Grin!

Minilessons
Key Details, Nonfiction, *r-* and *s-* Blends, High-Frequency Words

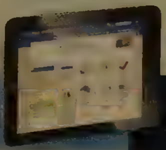
APPLY

Close Reading
Move It!
"Using Diagrams"

Go Digital

Interactive Whiteboard

Interactive Whiteboard

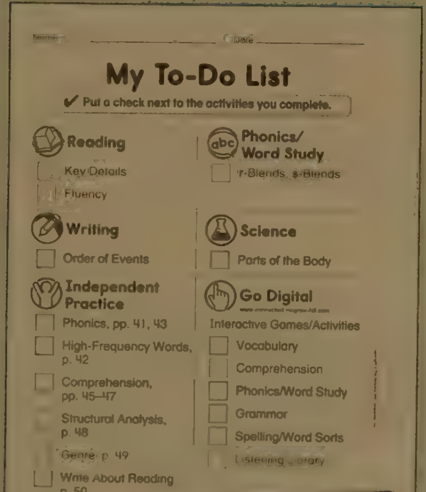


Mobile

How Students Practice

WEEKLY CONTRACT

PDF Online



Name ______ Date ______

My To-Do List

✔ Put a check next to the activities you complete.

Reading
☐ Key Details
☐ Fluency

Writing
☐ Order of Events

Independent Practice
☐ Phonics, pp. 41, 43
☐ High-Frequency Words, p. 42
☐ Comprehension, pp. 45–47
☐ Structural Analysis, p. 48
☐ Genre, p. 49
☐ Write About Reading p. 50

Phonics/ Word Study
☐ *r*-Blends, *s*-Blends

Science
☐ Parts of the Body

Go Digital
www.connected.mcgraw-hill.com
Interactive Games/Activities
☐ Vocabulary
☐ Comprehension
☐ Phonics/Word Study
☐ Grammar
☐ Spelling/Word Sorts
☐ Listening Library

6 Unit 1 • Week 5 • Let's Mo

Go Digital

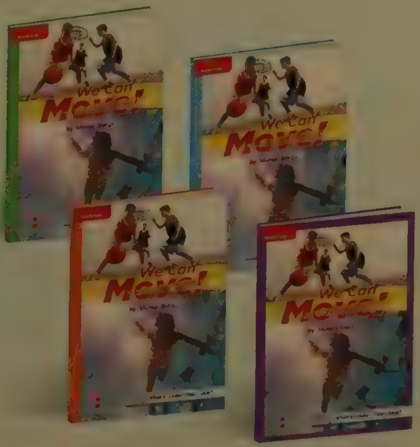
Online To-Do List

LEVELED PRACTICE AND ONLINE ACTIVITIES

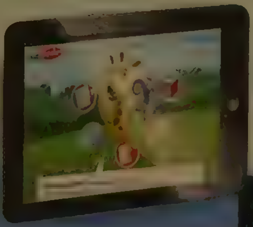
Your Turn Practice Book
41–50

Wonders
Your Turn
Practice Book

Leveled Readers


We Can Move!
We Can Move!
We Can Move!
We Can Move!

Leveled Activities



Mobile

WEEK 5

DIFFERENTIATE

SMALL GROUP INSTRUCTION

Leveled Readers

INTEGRATE

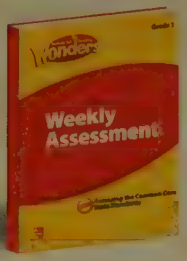
Research and Inquiry
Create a Visual Record, T356–T357

Text Connections
Let's Move!, T358

Write About Reading
Analyze Key Details, T359

Online Research and Writing

ASSESS

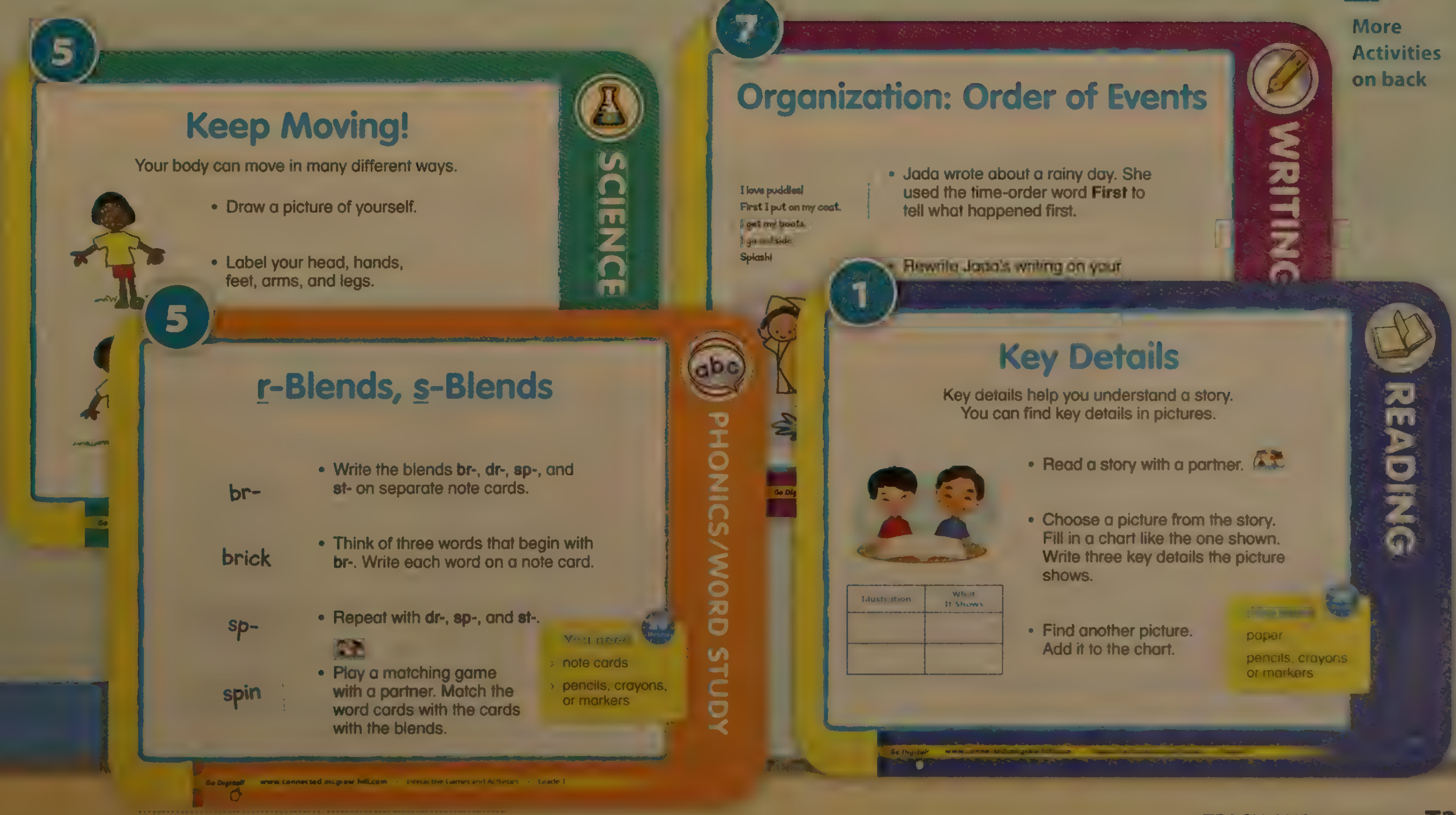


Weekly Assessment
pp. 41–50

Online Assessment

LEVELED WORKSTATION CARDS

More Activities on back



5

Keep Moving!

Your body can move in many different ways.

- Draw a picture of yourself.
- Label your head, hands, feet, arms, and legs.

SCIENCE

7

Organization: Order of Events

I love puddles!
First I put on my coat.
I get my boots.
I go outside.
Splash!

- Jada wrote about a rainy day. She used the time-order word **First** to tell what happened first.
- Rewrite Jada's writing on your

WRITING

5

r-Blends, s-Blends

br-
brick
sp-
spin

- Write the blends **br-**, **dr-**, **sp-**, and **st-** on separate note cards.
- Think of three words that begin with **br-**. Write each word on a note card.
- Repeat with **dr-**, **sp-**, and **st-**.
- Play a matching game with a partner. Match the word cards with the cards with the blends.

You need
- note cards
- pencils, crayons, or markers

PHONICS/WORD STUDY

1

Key Details

Key details help you understand a story. You can find key details in pictures.

- Read a story with a partner.
- Choose a picture from the story. Fill in a chart like the one shown. Write three key details the picture shows.
- Find another picture. Add it to the chart.

Illustration	What It Shows

paper
pencils, crayons or markers

READING

DEVELOPING READERS AND WRITERS

Write About Reading • Analytical Writing

Write to Sources and Research

Note Taking, T347A
Key Details, T347B
Research and Inquiry, T356
Analyze to Inform/Explain, T359
Comparing Texts, T365, T375, T379, T385

Wonders
Grade 1
Unit 1

Teacher's Edition

Wonders
Your Turn

Key Details, pp. 45–47
Write About Reading, p. 50

Your Turn Practice Book

We Can Move!
We Can Move!
We Can Move!
We Can Move!

Leveled Readers
Comparing Texts

Interactive Whiteboard

Writing Process • Independent Writing

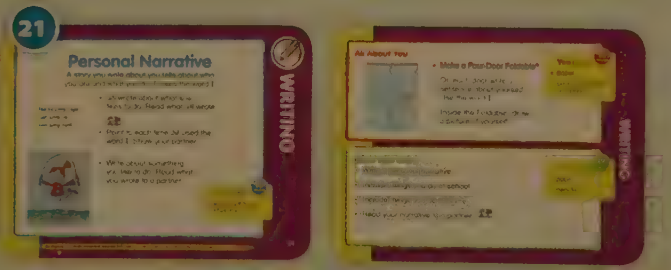
Narrative Text
Personal Narrative, T348–T349

Conferencing Routines
Peer Conferences, T354

Interactive Whiteboard

Wonders
Grade 1
Unit 1

Teacher's Edition


21
Personal Narrative
WRITING
All About You
WRITING

Leveled Workstation Card
Personal Narrative, Card 21

Writing Traits • Shared and Interactive Writing

Writing Trait: Organization
Personal Narrative, T330

Conferencing Routines
Peer Conferences, T354

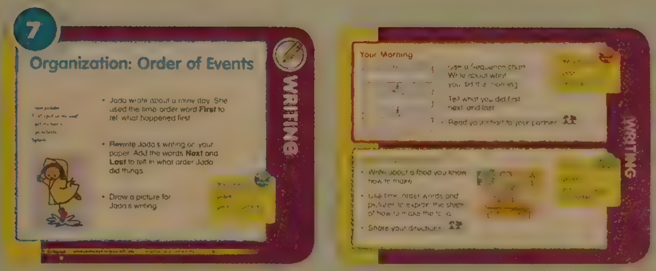
Wonders
Grade 1
Unit 1

Teacher's Edition

Wonders
BIG BOOK
Reading/Writing Workshop

Organization: Sentences, pp. 106–107

Reading/Writing Workshop


7
Organization: Order of Events
WRITING
Your Morning
WRITING

Leveled Workstation Card
Organization: Order of Events, Card 7

Interactive Whiteboard

Grammar and Spelling

Grammar
Writing Sentences, T331

Spelling
Words with *r*- and *s*- Blends, T326

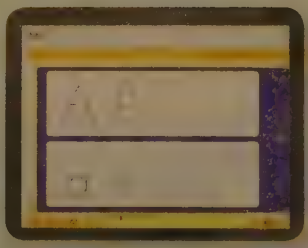
Interactive Whiteboard

Wonders
Grade 1
Unit 1

Teacher's Edition

Go Digital
make

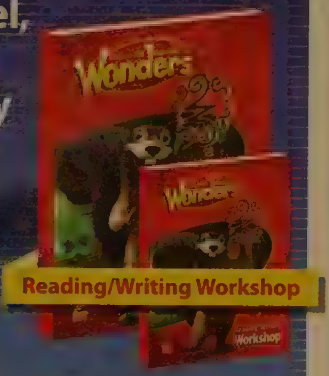
Online Spelling and Grammar Games



Handwriting

SUGGESTED LESSON PLAN

✓ TESTED SKILLS CCSS

	DAY 1	DAY 2
READING Whole Group **Teach, Model, and Apply**  Reading/Writing Workshop	**Build Background** Let's Move!, T320–T321 **Oral Vocabulary Words** *exercise, physical,* T320 **Listening Comprehension** **Big Book** *Move!,* T322 Strategy: Ask and Answer Questions, T323 **Word Work** T324–T327 Fluency: Sound-Spellings Phonemic Awareness: Phoneme Categorization Phonics/Spelling: Introduce *r*-Blends and *s*-Blends High-Frequency Words: *jump, move, run, two* **Shared Reading** *Move and Grin!,* T328–T329 **Practice** Your Turn, p. 41	**Oral Language** Let's Move!, T332 **Oral Vocabulary Words** *agree, difficult, exhausted,* T332 **Listening Comprehension** Strategy: Ask and Answer Questions, T333 **Interactive Read-Aloud Cards** "Rabbit and Coyote Race," T333 **Word Work** T334–T337 Fluency: Sound-Spellings Phonemic Awareness: Phoneme Segmentation Phonics/Spelling: Review *r*-Blends and *s*-Blends Structural Analysis: Possessives High-Frequency Words: *jump, move, run, two* **Shared Reading** *Move and Grin!,* T338–T339 **✓Comprehension** •Genre: Informational Text/Nonfiction, T338 •Skill: Key Details, T339 **Practice** Your Turn, pp. 42–44
DIFFERENTIATED INSTRUCTION Choose across the week to meet your children's needs.		
Small Group **Approaching Level** 	**Leveled Reader** *We Can Move!,* T364–T365 **Phonemic Awareness** Phoneme Categorization, T366 ② **Phonics** Connect to *r*- and *s*-Blends, T368 ② **High-Frequency Words** Review, T371	**Leveled Reader** *We Can Move!,* T364–T365 **Phonemic Awareness** Phoneme Segmentation, T366 ② **Phonics** Blend Words with *r*- and *s*-Blends, T368 ② **High-Frequency Words** Reteach, T371 **Comprehension** Details, T372 ②
On Level 	**Leveled Reader** *We Can Move!,* T374–T375 **Phonics** Build Words with *r*- and *s*-Blends, T376	**Leveled Reader** *We Can Move!,* T374–T375 **High-Frequency Words** Review Words, T376
Beyond Level 	**Leveled Reader** *We Can Move!,* T378–T379 **Oral Vocabulary** Multiple-Meaning Words, T380	**Leveled Reader** *We Can Move!,* T378–T379 **Oral Vocabulary** Multiple-Meaning Words, T380
English Language Learners 	**Shared Read** *Move and Grin!,* T382–T383 **Phonemic Awareness** Phoneme Categorization, T366 **Phonics** Connect to *r*- and *s*-Blends, T368 **Vocabulary** •Preteach Oral Vocabulary, T386	**Leveled Reader** *We Can Move!,* T384–T385 **Phonemic Awareness** Phoneme Segmentation, T366 **Phonics** Build Words with *r*- and *s*-Blends, T368 **Vocabulary** Preteach ELL Vocabulary, T386
LANGUAGE ARTS **Writing** **Grammar**	**Shared Writing** Writing Trait: Organization, T330 Personal Narrative, T330 **Grammar** •Writing Sentences, T331 Mechanics: Capitalization and Punctuation, T331	**Interactive Writing** Writing Trait: Organization, T340 Personal Narrative, T340 **Grammar** •Writing Sentences, T341 Mechanics: Capitalization and Punctuation, T341

Go Digital

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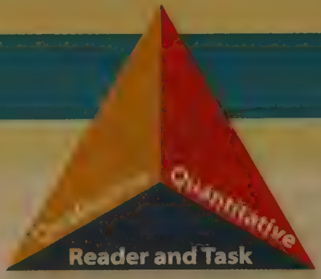
WEEK 5

	DAY 3	DAY 4	DAY 5 Review and Assess
READING	**Oral Language** Let's Move!, T342 **Review Oral Vocabulary** *agree, difficult, exercise, exhausted, physical*, T342 **Listening Comprehension** **Big Book** *Move!*, T343 •Strategy: Ask and Answer Questions, T343 •Retelling, T343 •Fluency: Phrasing, T343 **Word Work** T344–T347 Fluency: Sound-Spellings Phonemic Awareness: Phoneme Deletion Phonics/Spelling: Word Sort with *r*-Blends and *s*-Blends Structural Analysis: Possessives High-Frequency Words: *jump, move, run, two* **Close Reading** *Move It!*, T347A–T347F Analytical Writing **Practice** Your Turn, pp. 45–47	**Oral Language** Let's Move!, T350 **Comprehension** Text Feature: Diagram, T350 **Close Reading** "Use a Diagram," T351 **Word Work** T352–T353 Fluency: Sound-Spellings Phonemic Awareness: Phoneme Categorization Phonics/Spelling: Build Words with *r*-Blends and *s*-Blends Structural Analysis: Possessives High-Frequency Words: *jump, move, run, two* **Integrate Ideas** Research and Inquiry, T356–T357 **Practice** Your Turn, pp. 48–49	**Integrate Ideas** •Text Connections, T358 •Write About Reading, T359 Analytical Writing **Word Work** T360–T361 Fluency: Word Automaticity Phonemic Awareness: Phoneme Blending/Segmentation Phonics/Spelling: Blend and Build with *r*-and *s*-Blends Structural Analysis: Possessives High-Frequency Words: *jump, move, run, two* **Practice** Your Turn, p. 50
DIFFERENTIATED INSTRUCTION	**Leveled Reader** *We Can Move!*, T364–T365 **Phonemic Awareness** Phoneme Deletion, T367 **Phonics** Build with *r*- and *s*-Blends, T369 **Structural Analysis** Review Possessives, T370 **Comprehension** Review Key Details, T373	**Leveled Reader** Paired Read: "What's Under Your Skin?," T365 Analytical Writing **Phonemic Awareness** Phoneme Blending, T367 **Phonics** Blend Words with *r*- and *s*-Blends, T369 **Structural Analysis** Reteach Possessives, T370 **Comprehension** Read for Fluency, T372 ②	**Leveled Reader** Literature Circles, T365 **Phonics** Build Fluency with Phonics, T369 **High-Frequency Words** Cumulative Review, T371 **Comprehension** Self-Selected Reading, T373
	Leveled Reader *We Can Move!*, T374–T375 **Comprehension** Review Key Details, T377	**Leveled Reader** Paired Read: "What's Under Your Skin?," T375 Analytical Writing	**Leveled Reader** Literature Circles, T375 **Comprehension** Self-Selected Reading, T377
	Leveled Reader *We Can Move!*, T378–T379 **Comprehension** Review Key Details, T381	**Leveled Reader** Paired Read: "What's Under Your Skin?," T379 Analytical Writing	**Leveled Reader** Literature Circles, T379 **Comprehension** Self-Selected Reading, T381
	Leveled Reader *We Can Move!*, T384–T385 **Phonemic Awareness** Phoneme Deletion, T367 **Phonics** Build with *r*- and *s*-Blends, T369 **Structural Analysis** Review Possessives, T370 **High-Frequency Words** Review, T387 **Writing** Writing Trait: Organization, T388	**Leveled Reader** Paired Read: "What's Under Your Skin?," T385 Analytical Writing **Phonemic Awareness** Phoneme Blending, T367 **Structural Analysis** Reteach Possessives, T370 **High-Frequency Words** Reteach, T387 **Grammar** Sentences, T389	**Leveled Reader** Literature Circles, T385 **Phonics** Blend with *r*- and *s*-Blends, T369 **Spelling** Words with *r*- and *s*-Blends, T388
LANGUAGE ARTS	**Independent Writing** Writing Trait: Organization, T348 Personal Narrative: Prewrite/Draft, T348–T349 **Grammar** •Writing Sentences, T349 Mechanics: Capitalization and Punctuation, T349	**Independent Writing** Writing Trait: Organization, T354 Personal Narrative: Revise/Proofread/Edit, T354–T355 **Grammar** •Writing Sentences, T355 Mechanics: Capitalization and Punctuation, T355	**Independent Writing** Personal Narrative: Publish and Present, T362 **Grammar** •Writing Sentences, T363 Mechanics: Capitalization and Punctuation, T363

DIFFERENTIATE TO ACCELERATE

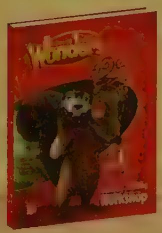
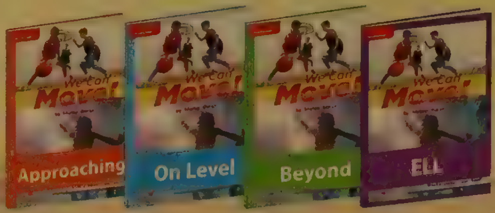
Scaffold to Access Complex Text



TEXT COMPLEXITY

IF the text complexity of a particular selection is too difficult for children

THEN see the references noted in the chart below for scaffolded instruction to help children Access Complex Text.

	Big Book	Reading/Writing Workshop	Literature Anthology	Leveled Readers
				
Quantitative	*Move!* **Lexile** 430	*Move and Grin!* **Lexile** 350	*Move It!* **Lexile** 60 "Using Diagrams" **Lexile** 440	**Approaching Level** **Lexile** 170 **On Level** **Lexile** 200 **Beyond Level** **Lexile** 390 **ELL** **Lexile** 190
	What Makes the Text Complex? • **Purpose,** T343 • **Vocabulary,** T343 *See Scaffolded Instruction in Teacher's Edition, T343.*	**What Makes the Text Complex?** **Foundational Skills** • Decoding with *r*-blends and *s*-blends, T324–T325 • Reading possessives, T335 • Identifying high-frequency words, T327 *See Scaffolded Instruction in Teacher's Edition, T324–T325, T327, and T335.*	**What Makes the Text Complex?** **Foundational Skills** • Decoding with *r*-blends and *s*-blends, T344–T345 • Reading possessives, T345 • Identifying high-frequency words, T347	**What Makes the Text Complex?** **Foundational Skills** • Decoding with *r*-blends and *s*-blends • Reading possessives • Identifying high-frequency words *jump move run two* *See Level Up lessons online for Leveled Readers.*
	The Introduce the Concept lesson on pages T320–T321 will help determine the reader's knowledge and engagement in the weekly concept. See pages T322–T323, T343, and T356–T359 for questions and tasks for this text.	The Introduce the Concept lesson on pages T320–T321 will help determine the reader's knowledge and engagement in the weekly concept. See pages T328–T329, T338–T339, and T356–T359 for questions and tasks for this text.	The Introduce the Concept lesson on pages T320–T321 will help determine the reader's knowledge and engagement in the weekly concept. See pages T347A–T347F, T351, and T356–T359 for questions and tasks for this text.	The Introduce the Concept lesson on pages T320–T321 will help determine the reader's knowledge and engagement in the weekly concept. See pages T364–T365, T374–T375, T378–T379, T384–T385, and T356–T359 for questions and tasks for this text.

Classroom Library Tradebooks: See pages T413–T415 for model lessons.

Monitor and Differentiate

IF you need to differentiate instruction

THEN use the Quick Checks to assess children's needs and select the appropriate small group instruction focus.

Quick Check

Comprehension Strategy Ask and Answer Questions, T323

Comprehension Skill Key Details, T339

Phonics *r-* and *s-* Blends, T327, T337, T347, T353, T361

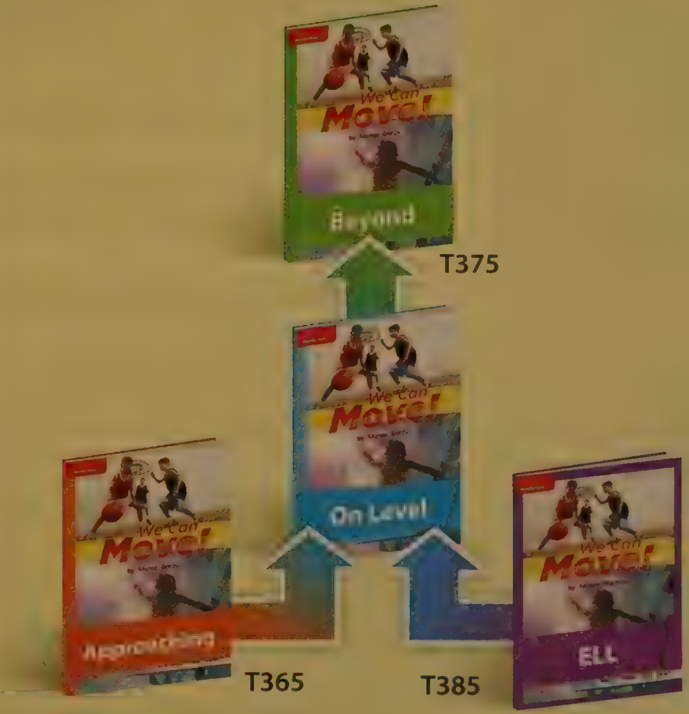
High-Frequency Words T327, T337, T347, T353, T361

If No →	Approaching Level	**Reteach** T364–T373
	ELL	**Develop** T382–T389
If Yes →	On Level	**Review** T374–T377
	Beyond Level	**Extend** T378–T381

Level Up with Leveled Readers

IF children can read their leveled text fluently and answer comprehension questions

THEN work with the next level up to accelerate children reading with more complex text.



ENGLISH LANGUAGE LEARNERS SCAFFOLD

IF ELL students need additional support **THEN** scaffold instruction using the small group suggestions.

Shared Read	Leveled Reader	Phonemic Awareness	Phonics	Words to Know	Writing	Spelling	Grammar
Move and Grin!, T382–T383	*We Can Move!*, T384–T385 "What's Under Your Skin?," T385	Phoneme Categorization, T366 Phoneme Segmentation, T366 Phoneme Deletion, T367 Phoneme Blending, T367	Words with *r-* and *s-* Blends, T368–T369 Structural Analysis, T370	*jump, move, run, two*, T388	Organization, T388	Words with *r-* and *s-* Blends, T388	Writing Sentences, T389

Note: Include ELL Students in all small groups based on their needs.

WHOLE GROUP

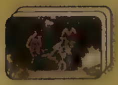
DAY 1

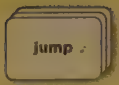
Materials

Reading/Writing Workshop
VOLUME 1

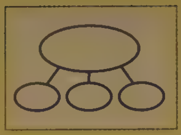
Reading/Writing Workshop Big Book
UNIT 1

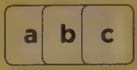
Literature Big Book
Move!


Visual Vocabulary Cards
exercise physical



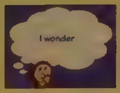
High-Frequency Word Cards
jump run
move two


Teaching Poster



Word-Building Cards

Photo Cards


Think Aloud Clouds

Introduce the Concept

Reading/Writing Workshop Big Book

OBJECTIVES

CCSS Build on others' talk in conversations by responding to the comments of others through multiple exchanges. **SL.1.1b**

- Build background knowledge
- Discuss the Essential Question

ACADEMIC LANGUAGE

- *healthy, activity*
- Cognate: *actividad*

MINILESSON 5 Mins

Build Background

ESSENTIAL QUESTION

How does your body move?

Tell children that this week they will be talking and reading about how their bodies move and what they can do.

Oral Vocabulary Words

Tell children that you will share some words that they can use as they discuss how their bodies move. Use the Define/Example/Ask routine to introduce the oral vocabulary words **exercise** and **physical**.

Visual Vocabulary Cards

Oral Vocabulary Routine

Define: **Exercise** is activities you do with your body to stay healthy and become stronger.

Example: Running and bicycling are good exercise.

Ask: Which is good exercise: playing basketball or watching television? Why?

Define: **Physical** means "about the body."

Example: Physical activity keeps our bodies healthy.

Ask: What kind of physical activity do you enjoy?

Discuss the theme of "Let's Move!" by having children tell what their bodies can do. *We can move our bodies to do different things. How do you move? What can you do?*

Go Digital

Let's Move!

Video

Visual Glossary

Graphic Organizer

Times 3 Productions Inc./Image Bank Film: Signature

Weekly Concept Let's Move!
How does your body move?
Ready, Set, Move!
Talk About It
How are these kids using their bodies?

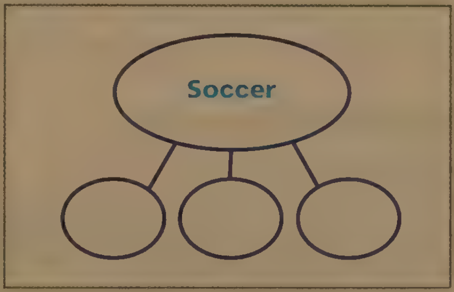
READING/WRITING WORKSHOP, pp. 88–89

Talk About It: Let's Move!

Guide children to discuss how the people move.

- How are these people using their bodies?
- Do you think soccer is good exercise? Why?

Use Teaching Poster 40 and prompt children to complete the Word Web, adding details about how soccer players move their bodies.



Teaching Poster

Have children look at page 89 of their Reading/Writing Workshop and do the Talk About It activity with a partner.

Collaborative Conversations

Add New Ideas As children engage in partner, small-group, and whole-group discussions, encourage them to:

- stay on topic.
- connect their own ideas to the comments of others.
- look for ways to connect their experiences to the conversation.

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Use Visuals Point to the girls. *These girls play soccer. Are they practicing? Are they on a team?* Repeat correct answers slowly and clearly to the class.

Intermediate

Describe Ask children to describe the people. *What are they doing? Do they look like they are working hard?* Elicit more details to support children's answers.

Advanced/Advanced High

Discuss Have children elaborate on the scene. *What are the people doing? Why are they doing this?* Correct the meaning of children's responses as needed.

Listening Comprehension

Literature Big Book

OBJECTIVES

CCSS Demonstrate understanding of the organization and basic features of print. **RF.1.1**

CCSS Ask and answer questions about key details in a text. **RI.1.1**

Develop concept understanding

ACADEMIC LANGUAGE

- *print, boldface, movement, ellipses*
- Cognates: *movimiento, elipsis*

MINILESSON 10 Mins

Read the Literature Big Book

Connect to Concept: Let's Move!

Tell children that they will now read about how some animals move. Ask: *Do you think animals and people can move in the same ways? Why?*

Concepts of Print

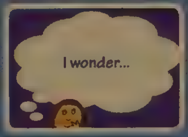
Special Text Treatments Explain that authors can change the size and the direction of print. They can also print some words in boldface, or in heavy, dark type. As you read *Move!*, point out the movement words in large print. Explain that these words are not part of the sentences and that the author sets them in large print to show readers the most important idea on the page. Also point out the animal names in boldface and how the sentences curve up and down to mimic the movement being described. In addition, point out the ellipses and explain that these marks indicate that the sentence continues on the next page. See prompts in the Big Book for modeling concepts of print.

Set a Purpose for Reading

- Display the Big Book.
- Read aloud the title and the names of the authors. Point out that the authors also illustrated the book.
- Ask children to listen to the Big Book to find out different ways animals move.

Go Digital

Move!



Ask and Answer Questions

Strategy: Ask and Answer Questions

① **Explain** Tell children that as they listen to the Big Book, they can ask themselves questions about the text. Then they can listen to find answers to their questions. This can help them understand the information.

Think Aloud One way to better understand a text is to ask questions about what is happening in the text and then look for the answers as you read. Today, as we read *Move!*, ask yourself questions about what the animals do and why they do it. Then look for answers in the words and illustrations.

② **Model** As you read, use the Think Aloud Cloud to model applying the strategy.

Think Aloud Remember that you can ask questions as you read and then look for the answers in the text and illustrations. The text says that roadrunners run to catch prey. I ask myself what kind of prey roadrunners catch. When I look at the illustrations, I see a tiny lizard in the roadrunner's beak. The lizard must be its prey. As I read the pages, I will look for the answers to more of my questions.

③ **Guided Practice** As you continue to read the Big Book, pause to elicit questions from children. Guide them to look for the answers in the text and illustrations. Say: *What question could you ask about the information on this page? Let's look for the answers in the text and illustrations as we read on.*

Respond to Reading

After reading, prompt children to share what they learned about how animals move. Discuss what questions they asked themselves and how they found their answers. If needed, reread any sections to help children answer their questions.

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Engage Display pages 14 and 15 of *Move! You can look at the illustrations to answer some questions. Where does a snake go? I read that a snake climbs. Does another animal climb?*

Intermediate

Describe Display pages 22 and 23 of *Move! I wonder if spiders and polar bears float in the same way. I'll look for the answers in the text and illustrations. How does a spider float? How does a polar bear float?*

Advanced/Advanced High

Describe Display pages 14 and 15 of *Move! The text says a snake and a praying mantis climb. Let's ask ourselves questions and look for the answers in the illustrations. How does a snake climb a tree? How does a praying mantis climb a blade of grass?*

Monitor and Differentiate

Quick Check

Can children apply the strategy ask and answer questions?

Small Group Instruction

If No →	Approaching	Reteach pp. T364–T365
	ELL	Develop pp. T382–T385
If Yes →	On Level	Review pp. T374–T375
	Beyond Level	Extend pp. T378–T379

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards** *sc, sp, sl, sn, sw, cr, fr, tr, br, dr, o, pl, fl, bl, i, a, ck, b, c, d, s, r, l, t, n, p*. Have children say the sounds aloud.

MINILESSON 5 Mins

Phonemic Awareness

OBJECTIVES

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Phoneme Categorization

❶ **Model** Show children how to categorize phonemes. *Listen to these three words:* bread, brake, drum. *Two of the words begin with the same two sounds. One does not.* Bread *and* brake *begin with /br/.* Drum *does not begin with /br/.* Drum *does not belong.*

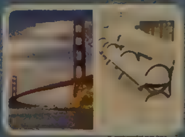
Repeat with *skate, spin, spot* and *grin, truck, grape.*

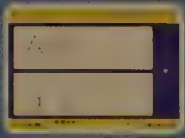
❷ **Guided Practice/Practice** Have children practice identifying the word that does not belong. Do the first one together. *I will say three words. Tell me which word does not belong and why.*

crack, crumb, proud	snow, snap, stay	stop, smile, stick
small, sweet, smoke	grow, frog, fruit	drop, drink, praise

Go Digital

Phonemic Awareness


Phonics


Handwriting

MINILESSON 5 Mins

Phonics

Photo Cards

Introduce *r*-Blends and *s*-Blends

❶ **Model** Display the *Bridge* **Photo Card**. Teach /br/ spelled *br*. Model writing the letters *b* and *r*. Use the handwriting models provided. *This is the* Bridge *Photo Card. The first two sounds are /br/. They are spelled with the letters* b *and* r. *Say it with me: /br/. These are the sounds at the beginning of the word* bridge. Repeat for *r*-blends /kr/, /dr/, /fr/, /gr/, /tr/, and *s*-blends /sm/, /sn/, /sp/, /st/, /sw/.

❷ **Guided Practice/Practice** Have children practice connecting *b* and *r* to /br/ by writing them. *Now do it with me. Say /br/ as I write* b *and* r. *Now write* b *and* r *five times as you say /br/.* Repeat for the additional *r*-blends and *s*-blends.

SKILLS TRACE

***r*-BLENDS AND *s*-BLENDS**

Introduce Unit 1 Week 5 Day 1

Review Unit 1 Week 5 Days 2, 3, 4, 5

Assess Unit 1 Week 5

Blend with *r*-Blends and *s*-Blends

① **Model** Display the **Word-Building Cards** *s, t, o, p.* Model how to blend the sounds. *This is the letter* s. *It stands for /s/. This is the letter* t. *It stands for /t/. Listen as I blend the sounds: /st/. This letter is* o. *It stands for /o/. This letter is* p. *It stands for /p/. Listen as I blend these sounds together: /stooop/. Say it with me.*

Continue by modeling the words *crack, trip, snap, drop.*

② **Guided Practice/Practice** Display the Day 1 Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: */frooog/. The word is* frog. Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

frog	stick	swim	trap	grin	snack
brick	grab	skin	spin	brag	trot
rag	drag	sack	stack	crab	crib
block	slap	slip	clip	flag	plop

Fran and Scott see a big frog.

Stan spills his glass in the grass.

I can swim, skip, and spin. Can you?

Also online

Day 1 Phonics Practice Activity

Corrective Feedback

Sound Error Model the sounds that children missed, then have them repeat the sounds. Say: *My turn.* Tap under the letters and say: *Sounds? /kr/ What are the sounds?* Return to the beginning of the word. Say: *Let's start over.* Blend the word with children again.

Daily Handwriting

Throughout the week review correct writing position, including pencil grip and paper position.

ELL

ENGLISH LANGUAGE LEARNERS

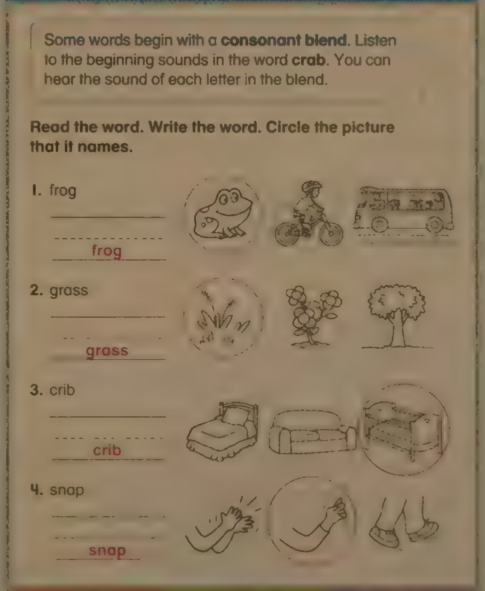
Phonemic Awareness: Minimal Contrasts Focus on articulation. Say /k/ and note your mouth position. Have children repeat. Use the Sound-Spelling Cards. Repeat for /r/ and /kr/. Have children say the sounds and notice the difference. Continue with the words *cab/crab*. Repeat for other *r*-blends and *s*-blends, such as: *dip/drip; tap/trap; mall/small; no/snow.*

Phonics: Variations in Language There is only an approximate transfer for the /r/ sound in Spanish and there is no transfer in Cantonese, Vietnamese, Hmong, and Korean. Emphasize /r/ in the *r*-blends, and show correct mouth position. Practice with Approaching Level phonics lessons.

gr fr br tr cr dr

sp st sl sn sk

ON-LEVEL PRACTICE BOOK p. 41



Some words begin with a **consonant blend**. Listen to the beginning sounds in the word **crab**. You can hear the sound of each letter in the blend.

Read the word. Write the word. Circle the picture that it names.

1. frog frog
2. grass grass
3. crib crib
4. snap snap

APPROACHING | BEYOND | ELL p. 41

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review last week's high-frequency words: *fun, make, they, too.*

MINILESSON 5 Mins

Spelling

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

Words with *r*- and *s*-Blends

Dictation Use the Spelling Dictation routine to help children transfer their growing knowledge of sound-spellings to writing. Follow the Dictation routine.

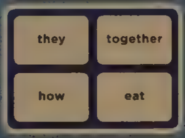
Pretest After dictation, pronounce each spelling word. Read the sentence and pronounce the word again. Ask children to say each word softly, stretching the sounds, before writing it. After the pretest, display the spelling words and write each word as you say the letter names. Have children check their words.

spill	Did you **spill** the milk?
spin	This toy top can **spin** in circles.
grab	Will you **grab** an apple for me?
grass	We have to mow the **grass**.
drop	Don't **drop** your pencil.
drip	Did the water **drip** from the faucet?
hop	Let's **hop** on one foot!
lot	We have a **lot** of fun at recess.
two	I have **two** hands and two feet.
move	Will you help me **move** the desks?

For Approaching Level and Beyond Level children, refer to the Differentiated Spelling Lists for modified word lists.

Go Digital

Spelling Word Routine



High-Frequency Word Routine

ELL

ENGLISH LANGUAGE LEARNERS

Pantomime Review the meanings of these words by using pictures, pantomime, or gestures when possible. Have children repeat or act out the word.

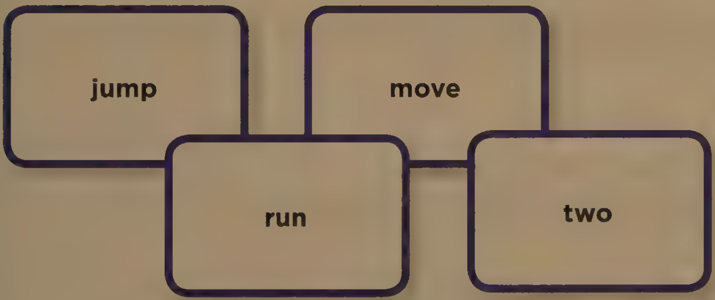
MINILESSON 5 Mins

High-Frequency Words

jump, move, run, two

1 Model Display the **High-Frequency Word Cards** *jump, move, run,* and *two.* Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *jump. This is the word* jump. *Say it with me:* jump. *I jump into the pool.*
- **Spell** *The word* jump *is spelled* j-u-m-p. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* j-u-m-p.
- Follow the same steps to introduce *move, run,* and *two.*
- As children spell each word with you, point out irregularities in sound-spellings, such as the /ü/ sound spelled *o_e* in the word *move.*
- COLLABORATE Have partners create sentences using each word.



High-Frequency Word Cards

2 Guided Practice Have children read the sentences. Prompt them to identify the high-frequency words in connected text and to blend the decodable words.

1. I like to **jump**.
2. Can you **move** this big box?
3. We will **run** to school.
4. Brad has **two** black cats.

Monitor and Differentiate

Quick Check

Can children read and decode words with *r*-blends and *s*-blends?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T368–T371
	ELL	Develop pp. T382–T389
If Yes →	On Level	Review pp. T376–T377
	Beyond Level	Extend pp. T380–T381

Shared Read

Reading/Writing Workshop Big Book and Reading/Writing Workshop

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Understand nonfiction genre

ACADEMIC LANGUAGE

- *nonfiction, trot, crab*
- Cognates: *no ficción, trotar*

MINILESSON 10 Mins

Read *Move and Grin!*

Model Skills and Strategies

Tell children that you will now read a selection called *Move and Grin! As we read, look for the words* jump, move, run, *and* two. *Look for words with r-blends and s-blends.*

Story Words Display the words *long, legs, front, horse,* and *claw*. Spell each word and model reading it. Tell children that they will be reading the words in the selection.

Guide children in reading *Move and Grin!* Point out the high-frequency words and words with *r*-blends and *s*-blends.

Genre: Informational Text/Nonfiction Tell children that *Move and Grin!* is nonfiction. Tell children that nonfiction:

- tells about real people, places, things, or events.
- presents facts and information about a topic.
- uses text, illustrations, and photos to give information.

Connect to Concept

ESSENTIAL QUESTION

COLLABORATE

Read together the Essential Question on page 94 of the Reading/Writing Workshop. Discuss different ways that children move during the day. Guide children to connect what they have read to the Essential Question. *How do these children and animals move their bodies?*

Go Digital

Move and Grin!

Move and Grin!

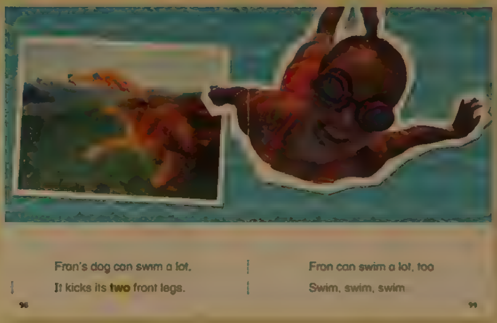
Genre Nonfiction

How does your body move?
Read about how animals and kids move

Move and Grin!

Scott's frog can hop and **jump**.
It can **move** its back legs.

Scott can hop and jump, too.
Hop, hop, jump.

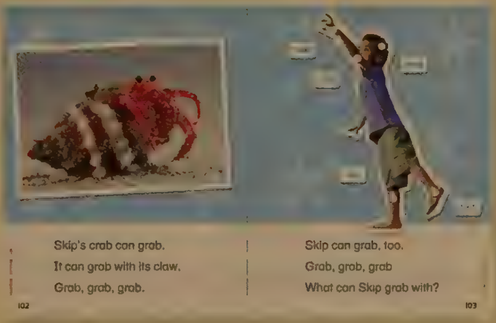


Fran's dog can swim a lot.
It kicks its **two** front legs.

Fran can swim a lot, too
Swim, swim, swim

Stan's horse can trot and **run**.
It jogs on its big long legs.

Stan can trot and run, too.
Trot, trot, run.



Skip's crab can grab.
It can grab with its claw.
Grab, grab, grab.

Skip can grab, too.
Grab, grab, grab
What can Skip grab with?

READING/WRITING WORKSHOP, pp. 94–103
Lexile 350

Partner Reading

COLLABORATE

Have partners use their Reading/Writing Workshop to review the skills and strategies.

- Remind children that as they reread *Move and Grin!* they can ask questions about what they are reading, and then read to find the answers to their questions. Encourage children to ask questions before, during, and after reading.
- Have children use pages 90–91 to review high-frequency words *jump, move, run* and *two*.
- Have children use pages 92–93 to review words with *r*-blends and *s*-blends. Guide them to blend the sounds to read the words.
- Have children reread *Move and Grin!* with a partner. Guide them to apply the skills and strategies. Ask children to name features of the selection that tell them that it is nonfiction.

Language Arts

MINILESSON 5 Mins

Shared Writing

OBJECTIVES

CCSS Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **W.1.3**

CCSS Use end punctuation for sentences. **L.1.2b**

- Identify complete sentences
- Capitalize first word in a sentence

ACADEMIC LANGUAGE

- *order, events, statement, question, exclamation*
- Cognates: *orden, exclamación*

Writing Trait: Organization

❶ **Model** Tell children that you will now read "A Pig for Cliff," a story they previously read, and they should pay attention to how the author organizes the events. *Authors organize their writing so the reader can understand what happens first, next, and last. These are the order of events in a selection.*

❷ **Guided Practice/Practice** Read "Rabbit and Coyote Race." Point out the story's organization. Ask: *What happens first? What happens in the middle? What happens at the end?*

→ Prompt children to understand that the author has written a clear beginning, middle, and end.

Personal Narrative

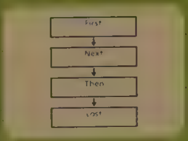
Focus and Plan Tell children that this week they will be writing sentences for a personal narrative. Explain: *When we write personal narratives, we are telling readers about ourselves: who we are and things that have happened to us. This week we will be writing sentences about playing a sport. Our sentences will tell about the things that happen in order.*

COLLABORATE **Brainstorm** Use the Sequence chart on Teaching Poster 31 with children to help organize the events of playing a sport, such as soccer. Ask: *What do you do first? What do you do next? What do you do at the end of the game?* Record children's ideas on the chart.

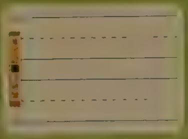
Write Tell children that you will work together to write a personal narrative about playing a sport. Model writing sentences based on the Sequence chart. Say: *Let's start by telling what we do first: On our chart, we said we kick the ball to start the game. Let's write:* First, we kick the ball.

Act as the scribe as children tell events. Be sure to write events in chronological order.

Go Digital



Graphic Organizer



Writing

Grammar

MINILESSON 5 Mins

Grammar

Writing Sentences

① **Explain/Model** Tell children that a sentence is a group of words that tells a whole idea. Display the following sentence:

Brad can skip up the hill.

Explain that this sentence tells a whole idea. It tells who the sentence is about (Brad) and what he can do (skip up a hill). Remind children that they have learned that a statement tells about something, a question asks about something, and an exclamation shows strong feelings or excitement. Remind them that all sentences begin with a capital letter and end with a period, question mark, or exclamation mark.

② **Guided Practice/Practice** Display the sentences below and read them aloud. Have children identify which are sentences and which are not.

I like yams! (sentence)

The sits here. (not a sentence)

Is the cat? (not a sentence)

COLLABORATE **Talk About It** Have partners identify what is missing from the incomplete sentences and orally finish the sentences.

Mechanics: Capitalization and Punctuation

① **Explain** Review that all sentences start with a capital letter and end with a punctuation mark.

② **Guided Practice** Have children correct the sentences.

stop that dog (Stop that dog!)

is school fun for you (Is school fun for you?)

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Demonstrate Comprehension Read the first Practice sentence and ask: *Is this a sentence?* Repeat with each sentence. Allow children ample time to respond.

Intermediate

Explain Read the first Practice sentence and ask if it is a sentence. Ask: *How do you know?* Continue with each sentence. Restate responses using complete sentences.

Advanced/Advanced High

Expand Display the Practice sentences and ask: *Is "I like yams!" a sentence? How do you know? What is wrong with the second example? How can you make it into a sentence? What is wrong with the last example? How can you make it into a sentence?* Model correct pronunciation as needed.

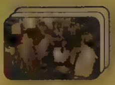
Daily Wrap Up

- Review the Essential Question and encourage children to discuss it using the oral vocabulary words. Ask: *How does your body move when you play a sport?*
- Prompt children to share the skills they learned today. Ask: *How do these skills help you read and write?*

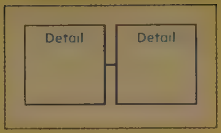
Materials

Reading/Writing Workshop
VOLUME 1

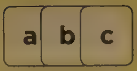
Reading/Writing Workshop Big Book
UNIT 1



Visual Vocabulary Cards
agree
difficult
exercise
exhausted
physical



Teaching Poster



Word-Building Cards

Spelling Word Cards

High-Frequency Word Cards

jump	run
move	two

Interactive Read-Aloud Cards

Build the Concept

MINILESSON 5 Mins

Oral Language

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RL.1.1**

- Develop oral language
- Discuss the Essential Question

ACADEMIC LANGUAGE

- *ask, answer, rabbit, coyote*
- Cognate: *coyote*

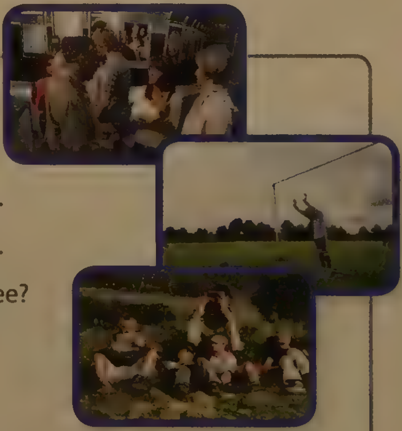
ESSENTIAL QUESTION

COLLABORATE

Remind children that this week you've been talking and reading about how their bodies move. Remind them of how the girls bounced the ball on their knees and of the kids in *Move and Grin!* Guide children to discuss the Essential Question using information from what they read on Day 1.

Oral Vocabulary Words

Review the oral vocabulary words *exercise* and *physical* from Day 1. Use the Define/Example/Ask routine to introduce the oral vocabulary words *agree, difficult,* and *exhausted*. Prompt children to use the words as they discuss how their bodies can move.



Visual Vocabulary Cards

Oral Vocabulary Routine

Define: When you **agree** with someone, you have the same idea about something.

Example: We tried to agree on what movie to see.

Ask: What should friends do when they don't agree?

Define: Something that is **difficult** is hard to do or full of problems.

Example: Soccer can be a difficult sport to learn.

Ask: What are some things that are difficult for you? What are some things that are easy?

Define: A person who is **exhausted** is very, very tired.

Example: We felt exhausted after taking a long hike.

Ask: What would make you exhausted: playing a long game of soccer or watching a movie?

Go Digital

Visual Glossary

"Rabbit and Coyote Race"

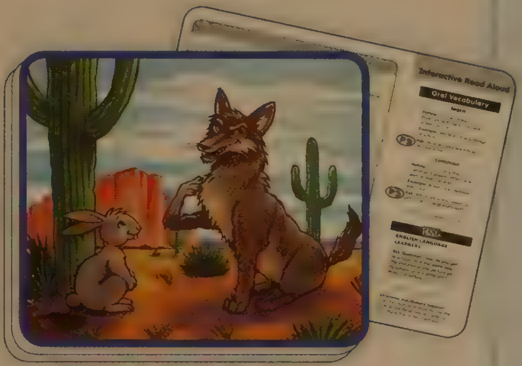
Listening Comprehension

MINILESSON 5 Mins

Read the Interactive Read Aloud

Strategy: Ask and Answer Questions

Remind children that as they read, they can ask questions about the text and illustrations. Then they can continue reading to find the answers. Model using the Think Aloud Cloud.


“Rabbit and Coyote Race”

Think Aloud *When I read, I can ask myself questions about the words and illustrations. Then I can read on to find the answers. That helps me better understand what I am reading. I could ask myself: Is the coyote a friendly character? I'll find the answer by reading the words and looking at the illustrations.*

Tell children that you will be reading a story about a race between a rabbit and a coyote. Display the Interactive Read-Aloud Cards for “Rabbit and Coyote Race.”

- → Pause to model using the strategy. Prompt children to ask questions. Guide them to find the answers in the text and illustrations.

Make Connections

Guide children to discuss what they learned about how bodies move in the selection. *How did the coyote and the rabbit move? How did they use their bodies?*

ELL

ENGLISH LANGUAGE LEARNERS

Non-verbal Cues Remind children that they can use non-verbal cues to share information when they are not able to do so verbally. Encourage children to use pantomime or draw.

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *sc, sp, sl, sn, sw, cr, fr, tr, br, dr, o, pl, fl, bl, i, a, ck, b, c, d, s, r, l, t, n, p*. Have children say the sounds. Repeat, and vary the pace.

OBJECTIVES

CCSS Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d**

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Phonemic Awareness

Phoneme Segmentation

1 Model Use the **Response Board** to show children how to segment words into phonemes. *I will say the sounds in this word:* spot. *I will put one marker in each box as I say each sound.* Put a marker in a box as you say each sound: /s/ /p/ /o/ /t/. *Spot has four sounds. Say the sounds with me: /s/ /p/ /o/ /t/.*

2 Guided Practice/Practice Have children place markers in boxes as they segment the following words. Do the first one together. *Now I will say more words. Place markers in the boxes as you say the sounds in the word. Let's do the first one together.*

snack still drum trip
skin cross swim grass

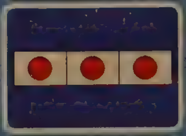
Phonics

Review *r*-Blends and *s*-Blends

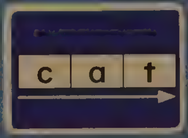
1 Model Display the **Word-Building Cards** *s, t*. Review the sounds /st/ spelled *st* using the word *stop*. Repeat for *r*-blends (*br, cr, dr, fr, gr, pr, tr*) and other *s*-blends (*sc, sk, sm, sn, sp, sw*).

2 Guided Practice/Practice Have children practice connecting the letters and sounds. Point to the Word-Building Cards. *What are these letters? What sounds do they stand for?*

Go Digital



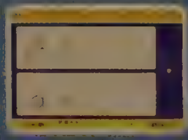
Phonemic Awareness



Phonics

I ___ the jar.
fill
fills
filling

Structural Analysis



Handwriting

Blend with *r*-Blends and *s*-Blends

1 **Model** Display **Word-Building Cards** *s, k, i, p* to form the word *skip*. Model how to generate and blend the sounds to say the word. *This is the letter* s. *It stands for /s/. This is the letter* k. *It stands for /k/. We blend the sounds together: /sk/. This is the letter* i. *It stands for /i/. This is the letter* p. *It stands for /p/. Listen as I blend these sounds together: /skiiip/. Say it with me:* skip.

Continue by modeling the words *spin, swim, crab,* and *grin*.

2 **Guided Practice/Practice** Guide children to blend the words: *sniff, frog, trip, snack, stack, skin, grip, drill, trick.*

Build with *r*-Blends and *s*-Blends

1 **Model** Display the Word-Building Cards *b, r, i, c, k*. Blend: /b/ /r/ /i/ /k/, /briiik/, *brick*.

- Replace *b* with *t* and repeat with *trick*.
- Change *ck* to *p* and repeat with *trip*.

2 **Guided Practice/Practice** Continue with *trap, track, crack, rack, tack, stack, snack, snap, snip, skip, skin, grin, grill, drill, drip, drop, crop.* Guide children to build and blend each word.

Structural Analysis

Possessives

1 **Model** Write and read aloud *Stan* and *Stan's*. Have children listen for the /z/ sound at the end of *Stan's*. Underline the apostrophe *s*. Tell children that an apostrophe *s* at the end of a naming word means that something belongs to someone or something. Write *Stan's frog*. Explain that the apostrophe *s* tells us that the frog belongs to Stan. Repeat with *dog's snack*.

2 **Guided Practice/Practice** Write the following words on the board: *Fran's, Brad's, frog's, cat's*. Ask children to blend each word and to use it in a sentence that tells what belongs to whom.

ENGLISH LANGUAGE LEARNERS

Build Vocabulary Review the meanings of example words that can be explained or demonstrated in a concrete way. For example, ask children to point to their *skin* or a *stack* of books. Model the actions for *spin, swim, grin,* and *sniff* as you say, "*I spin in a circle. I swim in the water. I grin when I'm happy. I sniff with my nose.*" Have children repeat. Provide sentence starters, such as, *My favorite snack is* ____ for children to complete. Correct grammar and pronunciation as needed.

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review this week's high-frequency words: *jump, move, run, two*.

MINILESSON 5

Spelling

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

Word Sort with *r*-Blends and *s*-Blends

❶ **Model** Display the **Spelling Word Cards** from the Teacher's Resource Book, one at a time. Have children read each word, listening for the /sp/, /gr/, or /dr/ sounds.

Make cards for *spot, grin,* and *drill* to create a three-column chart. Say each word and pronounce the sounds: /s/ /p/ /o/ /t/; /g /r/ /i/ /n/; /d/ /r/ /i/ /l/. Say each word again, emphasizing /sp/, /gr/, or /dr/. Ask children to chorally spell each word.

❷ **Guided Practice/Practice** Have children place each Spelling Word Card in the column with the word containing the same beginning blend.

When completed, have children read the words in each column. Then call out a word. Have a child find the word card and point to it as the class spells the word.

ANALYZE ERRORS/ARTICULATION SUPPORT

Use children's pretest errors to analyze spelling problems and provide corrective feedback. For example, some children will leave off one of the letters in the beginning blend.

Clearly pronounce one of the spelling words, emphasizing the beginning blend. Have children repeat.

Guide children to segment the word, placing one counter onto a box on the Response Board for each sound in the word. Then help children replace each counter with a letter. Continue with the rest of the spelling words.

ENGLISH LANGUAGE LEARNERS

Provide Clues Practice spelling by helping children generate more words with *r*- and *s*-blends. Provide clues: *Think of a word that begins with gr and rhymes with* will. Write the word and have children practice reading it. Correct their pronunciation if needed.

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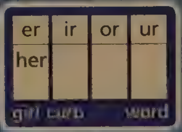
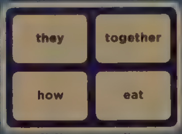


Spelling Word Sort



High-Frequency Word Routine

MINILESSON 5 MINS

High-Frequency Words

jump, move, run, two

① **Guided Practice** Say each word and have children Read/Spell/Write it. Ask children to close their eyes, picture the word in their minds, and write it the way they see it. Display the high-frequency words for children to self-correct.

- Point out the meanings and use of the three words *to, too,* and *two* to help children distinguish them.

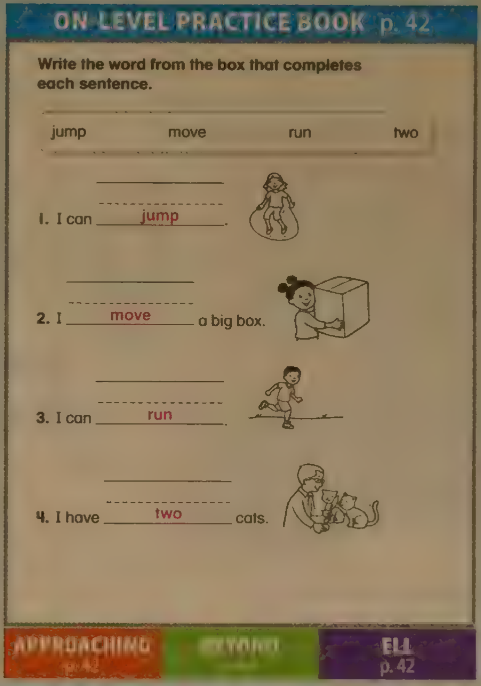
② **Practice** Add the high-frequency words *jump, move, run,* and *two* to the cumulative word bank.

COLLABORATE

- Have children work with a partner to create sentences using the words.
- Have children look at the words and compare their sounds and spellings to words from previous weeks.
- Suggest that children write about ways they can move their bodies.

Cumulative Review Review last week's words using the Read/Spell/Write routine.

- Repeat the above routine, mixing the words and having children chorally say each one.



ON-LEVEL PRACTICE BOOK p. 42

Write the word from the box that completes each sentence.

jump move run two

1. I can jump.
2. I move a big box.
3. I can run.
4. I have two cats.

APPROACHING p. 42 | BEYOND | ELL p. 42

Monitor and Differentiate

Quick Check

Can children read and decode words with *r*-blends and *s*-blends?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T368–T371
	ELL	Develop pp. T382–T389
If Yes →	On Level	Review pp. T376–T377
	Beyond Level	Extend pp. T380–T381

Comprehension

CLOSE READING

Wonders
Wonders
Reading/Writing Workshop

Reading/Writing Workshop Big Book and Reading/Writing Workshop

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OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

Understand genre nonfiction

ACADEMIC LANGUAGE

nonfiction, key details

SKILLS TRACE

KEY DETAILS

Introduce Unit 1 Week 1 Day 1

Review Unit 1 Weeks 2, 3, 4, 5; Unit 2 Weeks 1, 2, 3, 4, 5

Assess Unit 1 Weeks 1, 2, 3, 4, 5

MINILESSON 10 Mins

Reread *Move and Grin!*

Genre: Informational Text/Nonfiction

① **Model** Tell children they will now reread the informational nonfiction selection *Move and Grin!* Explain that as they read, they will look for information in the text to help them understand the selection.

Review the characteristics of informational nonfiction. It:

- tells about real people, places, things, or events.
- presents facts and information about a topic.
- uses text, illustrations, and photos to give information.

Explain that informational nonfiction tells about real people, places, and things. The text and the photographs provide facts and details. Tell children that some informational text selections have diagrams. Explain that a diagram is photograph or illustration with labels that name the parts of something.

Display pages 96–97. *The text on page 96 explains how a frog can move. The photograph shows what its legs look like as they move. This information helps me understand how frogs hop and jump.* Display page 103. *This is a diagram. The labels tell us the names of the different parts of the boy's body.*

② **Guided Practice/Practice** Continue displaying page 103. *We can use the diagram to learn more about the boy's body and how he uses it. The diagram tells us what each body part is called.* Read aloud the text. *The text asks what Skip can grab with. Let's use the diagram to answer the question. What body part does Skip use to grab? Yes, he uses his hand.*

Go Digital

Move and Grin!

Move and Grin!

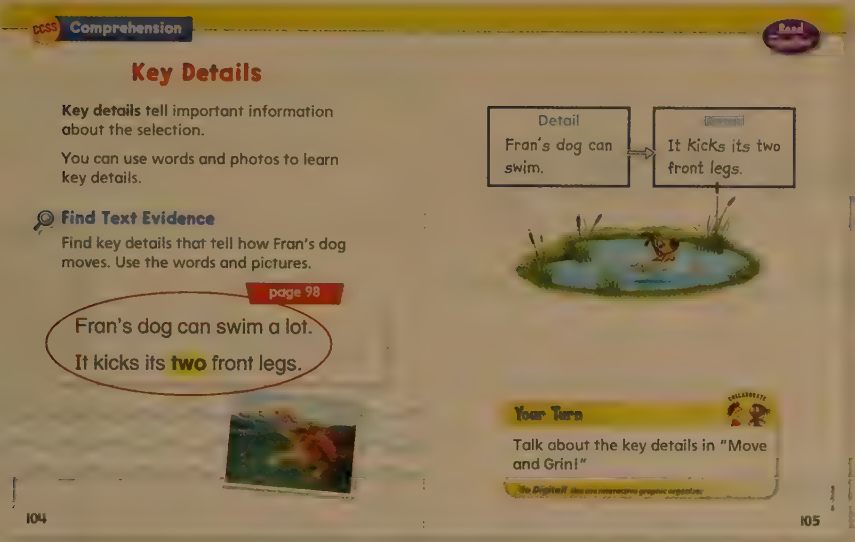
Move and Grin!

Genre

Move and Grin!

Key Details

Skill: Key Details


CCSS Comprehension

Key Details

Key details tell important information about the selection.

You can use words and photos to learn key details.

Find Text Evidence

Find key details that tell how Fran's dog moves. Use the words and pictures.

page 98

Fran's dog can swim a lot.

It kicks its **two** front legs.

Detail

Fran's dog can swim.

It kicks its two front legs.

Your Turn

Talk about the key details in "Move and Grin!"

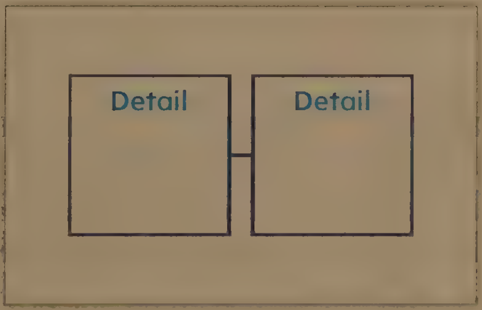
104

105

Reading/Writing Workshop, pp. 104–105

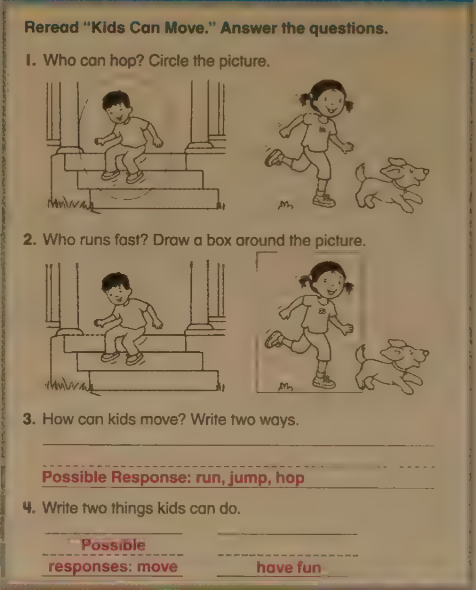
① **Model** Tell children that key details are pieces of important information. Readers must be able to find the key details in order to understand a selection. Have children look at pages 104–105 in their Reading/Writing Workshop. Read together the definition of key details. *Key details tell important information about the selection.*

② **Guided Practice/Practice** Read together the Find Text Evidence section and model finding key details in *Move and Grin!* Point out the information added to the graphic organizer. *On page 98, we read how a dog can move. It can swim. It kicks its front legs. These details are important. They have been added to the Details chart. What other key details can we find in the selection?*



Teaching Poster

ON-LEVEL PRACTICE BOOK p. 47


Reread "Kids Can Move." Answer the questions.

1. Who can hop? Circle the picture.

2. Who runs fast? Draw a box around the picture.

3. How can kids move? Write two ways.

Possible Response: run, jump, hop

4. Write two things kids can do.

Possible responses: move

have fun

APPROACHING	BEYOND	ELL
p. 47	p. 47	p. 47

Monitor and Differentiate

Quick Check

Can children identify key details in a nonfiction selection?

Small Group Instruction

If No → Approaching Reteach pp. T372–T373
ELL Develop pp. T382–T389
If Yes → On Level Review p. T377
Beyond Level Extend p. T381

Language Arts

MINILESSON 5 mins

Interactive Writing

OBJECTIVES

CCSS Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **W.1.3**

CCSS Use end punctuation for sentences. **L.1.2b**

- Identify complete sentences
- Capitalize first word in a sentence

ACADEMIC LANGUAGE

- *first, next, last, personal narrative*
- Cognate: *narrativa personal*

Writing Trait: Organization

Review Tell children that authors write in an organized way so the reader can understand what happens first, next, and last.

Personal Narrative

Discuss Guide children to think of sports they can play. Record their ideas: for example, basketball. Prompt children to brainstorm the topic. Record details on a Sequence chart.

Model/Apply Grammar Tell children that they will be working together to write a personal narrative about their topic. Remind them that a sentence is a group of words that tells a whole idea. Remind them that a sentence begins with a capital letter and ends with a punctuation mark.

→ Write sentence frames:

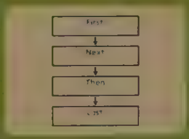
First, I ________________ the ball.
Next, I ________________ it at the basket.
Last, I ________________!

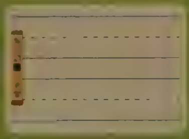
Model how to choose different action words *(dribble, bounce, throw)* to complete the first sentence. Read the sentences and point out the capitalization and ending punctuation.

Write Collaborate with children to write sentences for the personal narrative. Guide them to use the chart to get ideas and put story events in order. Work together to write sentences. Remind children to listen for the sounds in each word.

Apply Writing Trait Review with children the personal narrative you wrote together on Day 1. Remind them how they organized the sentences to tell the events in order. Work together with children to place the sentences they just wrote into sequential order.

Go Digital


Graphic Organizer


Writing

Grammar

MINILESSON 5 Mins

Grammar

Writing Sentences

❶ **Review** Remind children that a sentence is a group of words that tell a whole idea. A sentence begins with a capital letter and ends with a punctuation mark.

- Write the following sentences:

  Fran likes to swim.
  Where is my sock?
  A frog has on a wig!

Read the sentences aloud and have children chorally repeat. Guide them to circle the capital letter and ending punctuation in each. Point out how each sentence tells a whole idea.

❷ **Guided Practice/Practice** Display the sentences and read them. Have children identify which is a statement, which is a question, and which is an exclamation.

Kip said, "Quack, quack!" (exclamation)
Rob is in the crib. (statement)
Can a dog clap? (question)

COLLABORATE

Talk About It Have partners talk about a sport or activity they like to do. Tell each partner to say one statement, one question, and one exclamation at they talk.

Mechanics: Capitalization and Punctuation

❶ **Review** Remind children that all sentences begin with a capital letter and end with a punctuation mark.

❷ **Practice** Prompt children to correct each sentence.

can you hop on the log (Can you hop on the log?)
it is fun to go up and down (It is fun to go up and down.)

ELL

ENGLISH LANGUAGE LEARNERS

Explain Display the first Model sentence. Ask: *Who is this sentence about? What does she do?* Have children complete the sentence frames: *The group of words is a sentence because ____. A sentence begins with ____. A statement ends with ____. A question ends with ____. An exclamation ends with ____.*

Use Non-Verbal Cues Write the word *capital letter,* a period, a question mark, and an exclamation mark on different index cards. Distribute a set of cards to each child. Display a sentence with an error in capitalization or ending punctuation and read it aloud. Have children repeat the sentence and hold up the card that shows how to correct the sentence. Repeat with different kinds of sentences.

Daily Wrap Up

- Discuss the Essential Question and encourage children to use the oral vocabulary words. Ask: *How did you move your body when you played today?*
- Prompt children to discuss what they learned today by asking: *What skills did you use today in your writing? What skills did you use in your reading?*

Materials

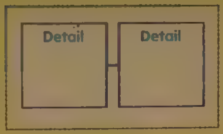
Reading/Writing Workshop
VOLUME 1

Literature Anthology
VOLUME 1

Literature Big Book
Move!

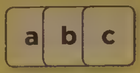
Visual Vocabulary Cards

agree	jump
difficult	move
exercise	run
exhausted	two
physical	



Teaching Poster

Spelling Word Cards



Word-Building Cards

Build the Concept

MINILESSON 5

Oral Language

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

CCSS Identify the main topic and retell key details of a text. **RI.1.2**

ACADEMIC LANGUAGE

- *punctuation, pause, comma*
- Cognates: *puntuación, coma*

ESSENTIAL QUESTION

Remind children that this week you are talking and reading about ways our bodies move. Remind them of the people bouncing soccer balls, the animals in *Move!,* and the rabbit and the coyote. Guide children to discuss the question using information from what they have read and talked about throughout the week.

Review Oral Vocabulary

Review the oral vocabulary words *agree, difficult, exercise, exhausted,* and *physical* using the Define/Example/Ask routine. Encourage children to discuss how our bodies move when coming up with examples for each word.

Visual Vocabulary Cards

Go Digital

Visual Glossary

Move!

Retell

Listening Comprehension

Reread the Literature Big Book

Strategy: Ask and Answer Questions

Remind children that as they read, they can ask themselves questions about the text. This can help them understand the information presented in the text. *As we reread* Move!*, think about the questions you asked when you first read the story. Did you find the answers to your questions as you read the story? What other questions do you have?*

Literature Big Book

Read aloud *Move!* Pause to model asking and answering questions. Prompt children to identify key details in the text and illustrations.

Model Retelling

Pause to retell portions of the selection. *I can put the information from the text and the illustrations into my own words. So far, I have read that gibbons swing through the trees in a jungle. They can also walk on their back legs.*

- After reading, retell the selection, using your own words to tell the important facts and details in the correct order.

Model Fluency

Phrasing Turn to pages 23 and 24 of *Move!* Point to the comma, the ellipses, and the period on the pages. Explain that these markings represent pauses that you should take when reading the text. *When you read, you should pause, or stop for a moment, when you come to a punctuation mark.* Remind children that the ellipses on page 23 also mean that the sentence continues on the next page.

Read aloud pages 17 and 18 with slightly exaggerated phrasing. Have children identify the punctuation marks and then reread the passage chorally. Repeat the reading to give children more practice with natural phrasing.

ELL

ENGLISH LANGUAGE LEARNERS

Retell Guide children to retell by using a question prompt on each page. *How does the animal move?* Provide sentence starters for children to complete orally. *The gibbon ____.*

Access Complex Text

If the complexity of the text makes it hard for children to read, use the Access Complex Text prompts.

Purpose Children may not grasp the true purpose of the text because it uses playful language and print to present facts about how animals move.

- Help children to identify the words that tell how the animals move.

Vocabulary Children may be unfamiliar with some of the animal names.

- Point out the animals in the illustrations for children.

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards**: *sc, sp, sl, sn, sw, cr, fr, tr, br, dr, o, pl, fl, bl, i, a, ck, b, c, d, s, r, l, t, n, p*. Have children say the sounds.

Phonemic Awareness

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Delete sounds in words

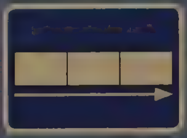
Phoneme Deletion

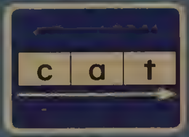
❶ **Model** Show children how to delete, or take away, sounds in words. *Listen carefully as I say this word: /s/ /t/ /o/ /p/,* stop. *I will take away one sound to make a new word. I will take away /s/. Listen: /t/ /o/ /p/.* Stop *without /s/ is* top.

❷ **Guided Practice/Practice** Have children practice taking away sounds from words. *Let's do some together. I will say a word. Then I will tell you to take away one sound. Say the new word.*

brat without /b/ | *trip* without /t/ | *skit* without /s/
stick without /t/ | *snap* without /s/ | *grills* without /r/

Go Digital


Phonemic Awareness


Phonics

Structural Analysis

Handwriting

Phonics

Blend with *r*-Blends and *s*-Blends

❶ **Model** Display **Word-Building Cards** *c, r, o, p*. Model how to blend the sounds. *This is the letter* c. *It stands for /k/. This is the letter* r. *It stands for /r/. Let's blend these sounds together: /kr/. This is the letter* o. *It stands for /o/. This is the letter* p. *It stands for /p/. Let's blend all four sounds: /krooop/. The word is* crop.

Continue by modeling the words *swim, brick, grip,* and *stick.*

❷ **Guided Practice/Practice** Review the words and sentences on the Day 3 Phonics Practice Activity with children. Read each word in the first row, blending the sounds; for example: */t/ /r/ /a/ /p/; /traaap/. The word is* trap.

Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

trap	drip	stop	swim	skill
cross	skip	snack	trip	brass
Brad's	frog's	Tim's	cat's	kid's
man's	Sam's	crab's	dog's	Fran's
cab	crab	grab	slid	skid

Brad's frog swims and hops.

Gram claps at Fran's tricks.

Also online

Day 3 Phonics Practice Activity

MINILESSON 5

Structural Analysis

Possessives

① **Model** Say the words *Brad* and *Brad's*. Ask children to listen closely to hear what is different. Point out the /z/ sound at the end of *Brad's*.

Write the words *Brad* and *Brad's*. Underline the *'s* at the end of *Brad's*. Review with children that *'s* can show that something belongs to someone. Use *Brad's* in a sentence: *Brad's dog runs and jumps.* Ask what belongs to Brad.

② **Practice/Apply** Help children blend these words: *Skip, Skip's, Pam, Pam's, frog, frog's, pig, pig's*. Have them use the words in sentence pairs like this: *Skip has a hat. Skip's hat is red.*

Corrective Feedback

Corrective Feedback Say: *My turn.* Model blending using the appropriate signaling procedures. Then lead children in blending the sounds. Say: *Do it with me.* You will respond with children to offer support. Then say: *Your turn. Blend.* Have children chorally blend. Return to the beginning of the word. Say: *Let's start over.*

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review this week's high-frequency words: *jump, move, run, two.*

MINILESSON 5

Spelling

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

Word Sort with *r*-Blends and *s*-Blends

1 **Model** Make index cards for *sp, gr,* and *dr* and form three columns in a pocket chart. Blend the sounds with children.

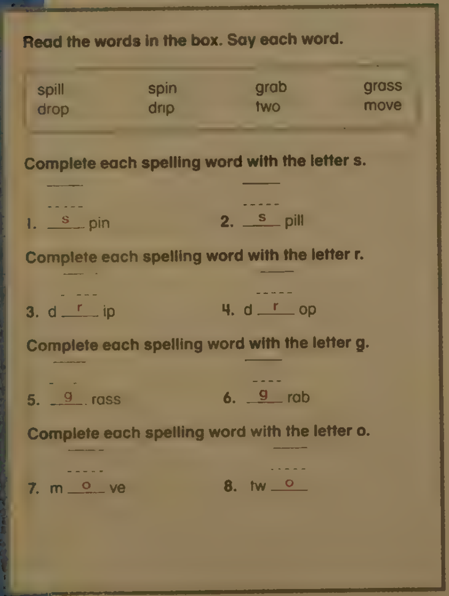
Hold up the *spill* **Spelling Word Card**. Say and spell *spill*. Pronounce each sound clearly: /s/ /p/ /i/ /l/. Blend the sounds: /spiiilll/. Place the word below the *sp* card. Repeat with *spin*. Read and spell each spelling word together with children. Have children read each word. *What do you notice about these spelling words? They begin with the /sp/ sounds spelled* sp.

2 **Guided Practice/Practice** Have children spell each word. Repeat the process with the *gr* and *dr* words.

Display the words *hop, lot, two,* and *move* in a separate column. Read and spell the words together with children. Point out that these words do not begin with the /sp/, /gr/, or /dr/ sounds.

Conclude by asking children to orally generate additional words that rhyme with each spelling word or begin with *sp, gr,* or *dr*. Write the additional words on the board. Underline the common spellings in the additional words. If necessary, point out the differences and explain why they are unusual.

PHONICS/SPELLING PRACTICE BOOK p. 23



Read the words in the box. Say each word.

spill spin grab grass
drop drip two move

Complete each spelling word with the letter s.

1. s pin
2. s pill

Complete each spelling word with the letter r.

3. d r ip
4. d r op

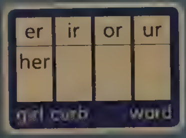
Complete each spelling word with the letter g.

5. g rass
6. g rab

Complete each spelling word with the letter o.

7. m o ve
8. tw o

Go Digital



Spelling Word Sort

Visual Glossary

MINILESSON 5

High-Frequency Words

jump, move, run, two

① **Guided Practice** Say each word and have children Read/Spell/Write it. As children spell each word with you, point out that both *jump* and *run* contain the /u/ sound spelled *u*.

→ Display **Visual Vocabulary Cards** to review this week's high-frequency words.

Visual Vocabulary Cards

② **Practice** Repeat the activity with last week's words.

Build Fluency: Word Automaticity

Have children read the following sentences aloud together at the same pace. Repeat several times.

Stan likes to move.
He can run and jump.
He can do two tricks, too!

Word Bank

Review the current and previous words in the word bank. Discuss with children which words should be removed, or added back, from previous high-frequency word lists. Remind children that the word bank should change as the class needs it to.

Monitor and Differentiate

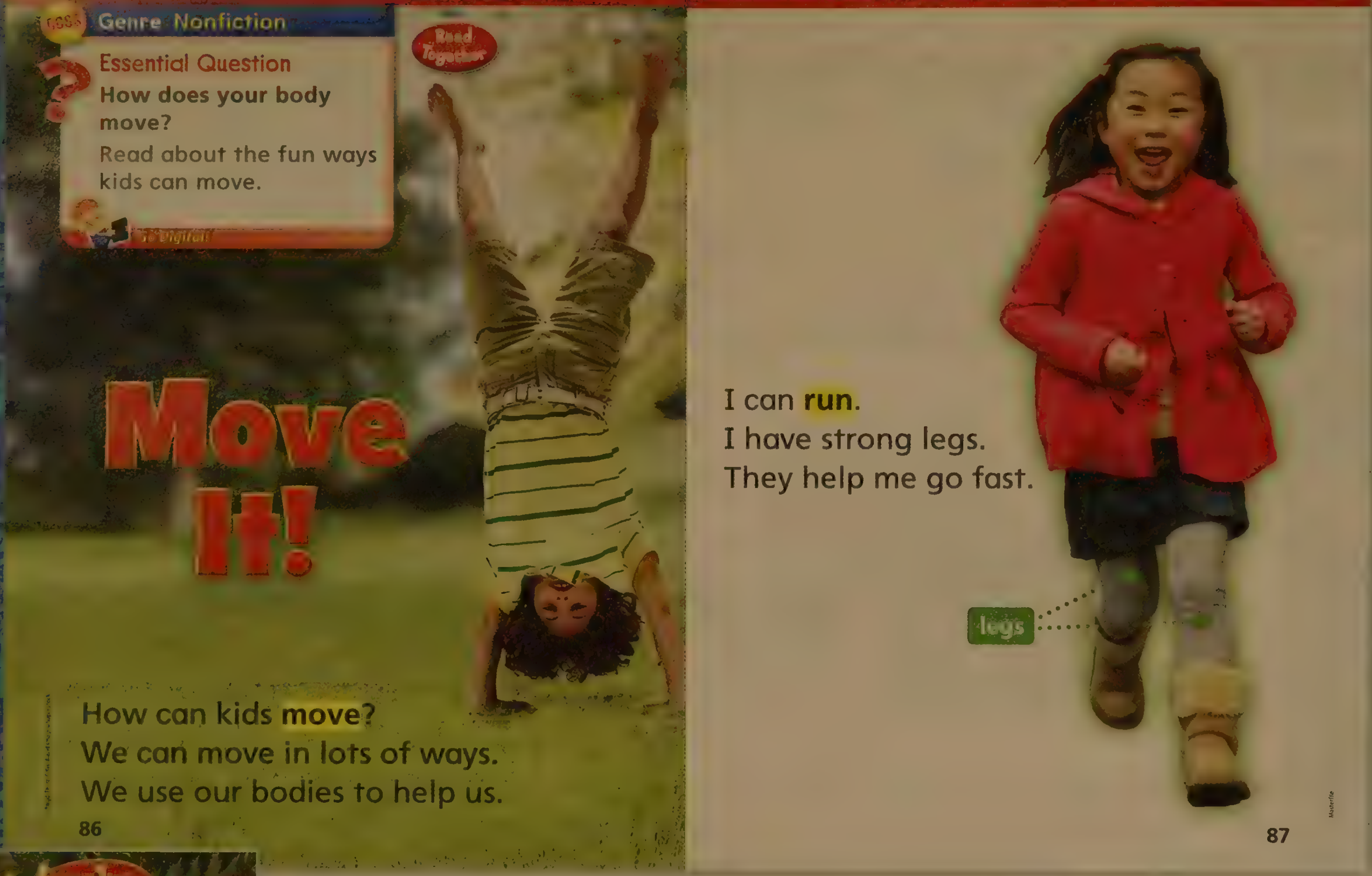
Quick Check

Can children read and decode words with *r*-blends and *s*-blends?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T368–T371
	ELL	Develop pp. T382–T389
If Yes →	On Level	Review pp. T376–T377
	Beyond Level	Extend pp. T380–T381



Genre Nonfiction

Essential Question
How does your body move?
Read about the fun ways kids can move.

Go Digital!

Read Together

Move It!

How can kids **move**?
We can move in lots of ways.
We use our bodies to help us.

86

I can **run**.
I have strong legs.
They help me go fast.

legs

87

Literature Anthology

LITERATURE ANTHOLOGY, pp. 86–87

Develop Comprehension

CLOSE READING

Lexile 60

Read Literature Anthology

Review Genre: Informational Text/Nonfiction Review with children the key characteristics of informational text. It:

- tells about real people, places, events, or things.
- presents facts and information about a specific topic.
- uses text, illustrations, and photographs to give information.
- can have labels that provide details about the photographs.

Preview and Predict Display pages 86 to 87. Read the title and discuss the photographs. Ask: *What might this selection be about? What do you think we will learn as we read? Let's find out.*

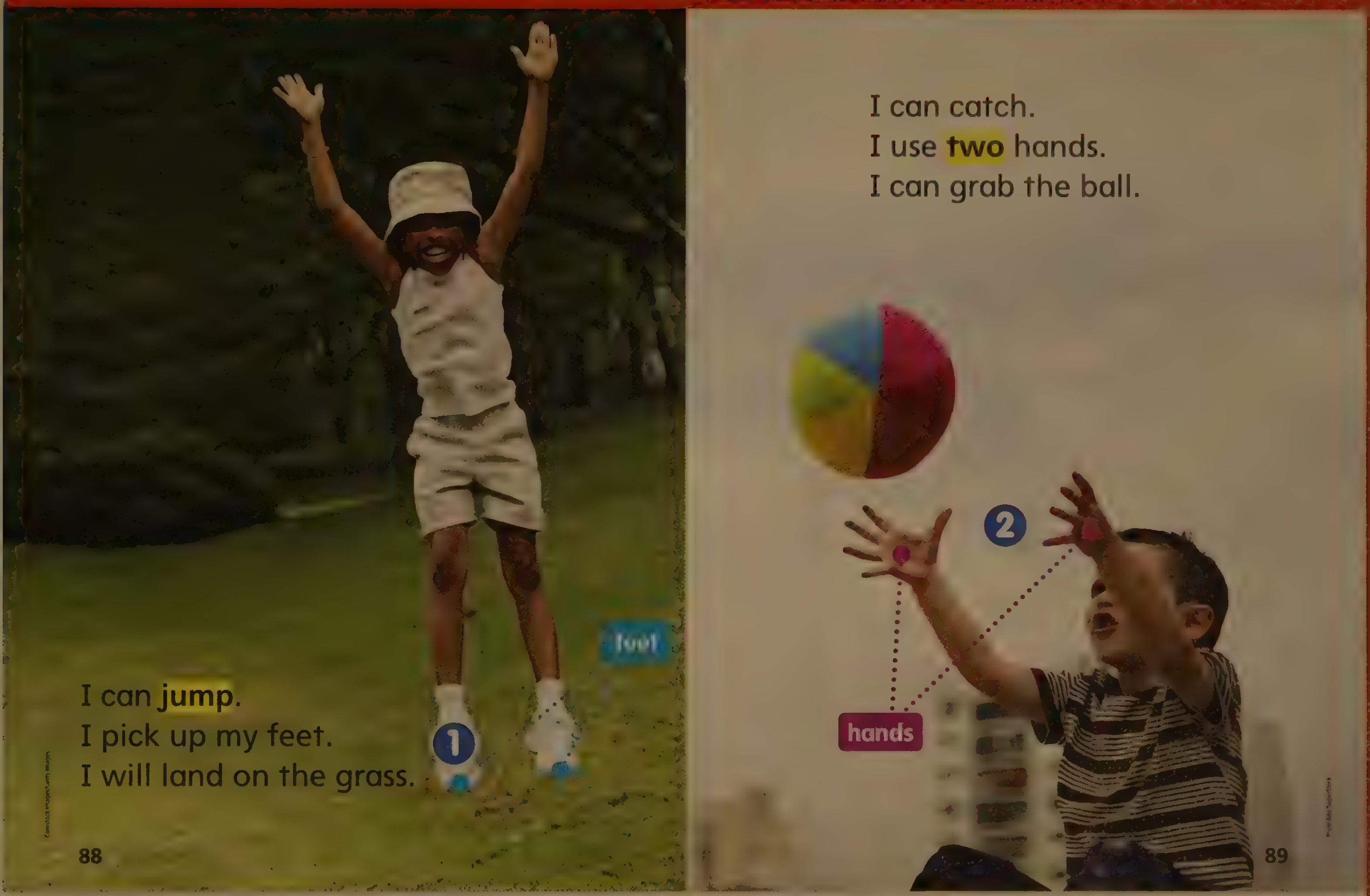
ESSENTIAL QUESTION

Read aloud the Essential Question: *How does your body move?* Tell children that as they read they should think about how they move their bodies.

Story Words Read, spell, and define the words *legs, feet, hands,* and *arms*. Explain that they will read these words in the selection.

Analytical Writing

Note Taking: Graphic Organizer As children read the selection, guide them to fill in **Your Turn Practice Book** page 44.



I can jump.
I pick up my feet.
I will land on the grass.

88

I can catch.
I use two hands.
I can grab the ball.

89

LITERATURE ANTHOLOGY, pp. 88–89

① Strategy: Ask and Answer Questions

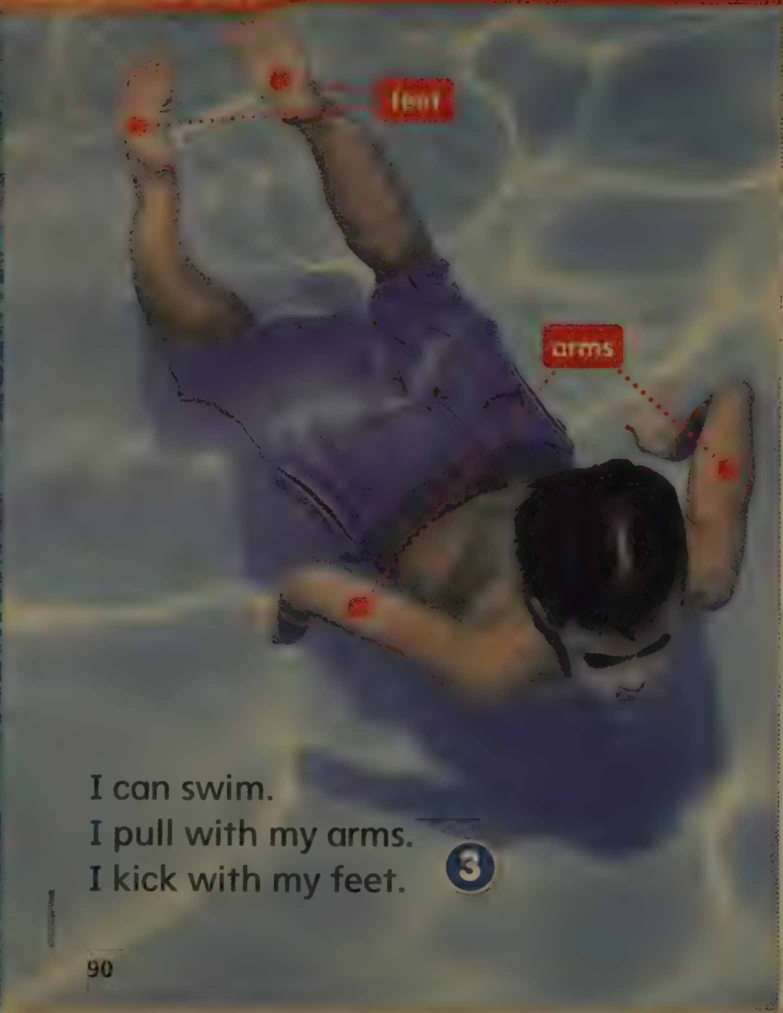
Teacher Think Aloud Before I read page 88, I look at the photograph and ask: *What is that girl doing? And what does it have to do with her feet?* I think she's using her feet to jump up in the air. Now I'll read to see if I'm right.

② Skill: Key Details

Remember, key details tell important information in the selection. You can use the words and the photos to learn key details. Let's look at page 89.

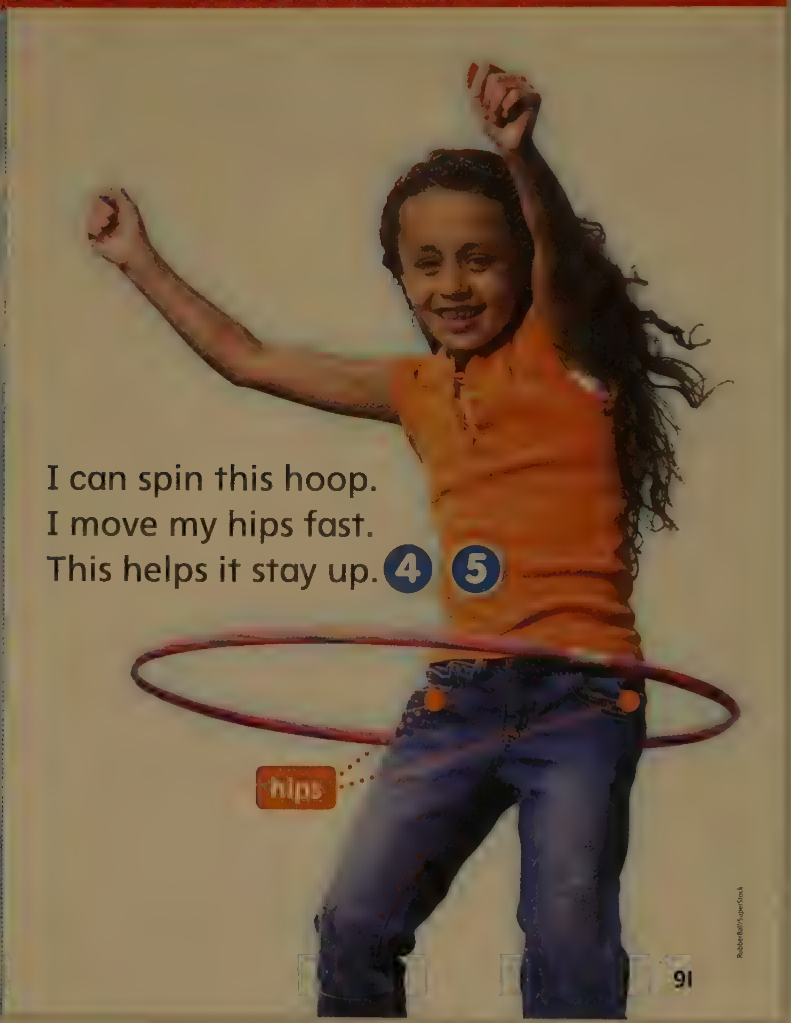
The boy is catching a ball. What two key details does the text tell us about catching? (The boy uses two hands to catch. He can grab the ball.) Let's fill in those details on our Details chart.

Detail	Detail
The boy uses two hands to catch.	He can grab the ball.



I can swim.
I pull with my arms.
I kick with my feet. ③

90



I can spin this hoop.
I move my hips fast.
This helps it stay up. ④ ⑤

RubberBall/SuperStock

91

LITERATURE ANTHOLOGY, pp. 90–91

Develop Comprehension

CLOSE READING

③ Skill: Key Details

Teacher Think Aloud Remember, we can use the words and the photographs to find the key details. When I look at the photo on page 90, I see a boy swimming in a pool. When I read the text, I find out the text is also about swimming. What key details do you read about how the boy uses his body to swim?

Student Think Aloud The boy swims by pulling with his arms and kicking with his feet. Let's put that information in our Details chart.

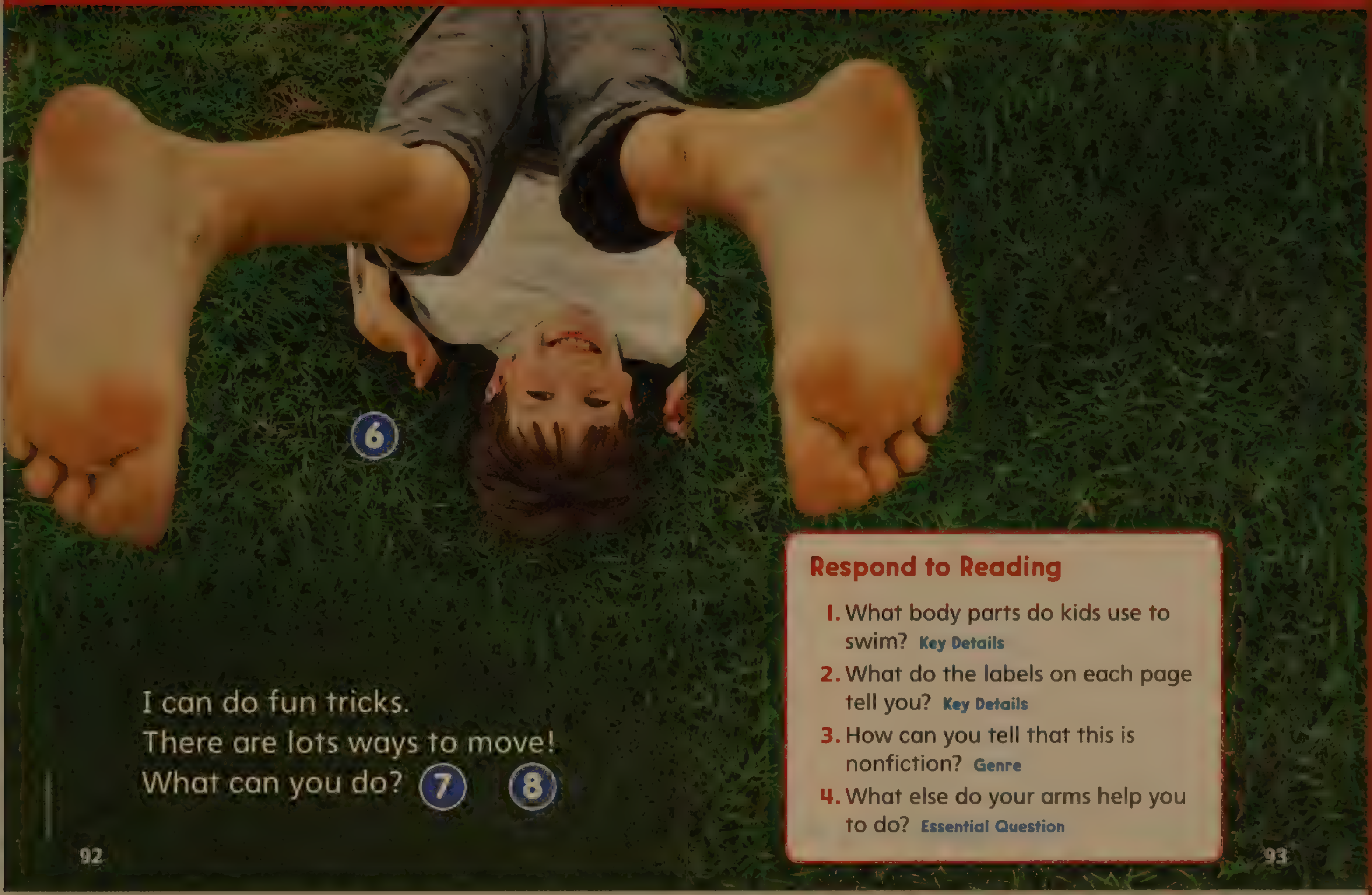
④ Maintain Skill: Retell

COLLABORATE

After reading page 91, turn to a partner and retell what you've read about so far. What different ways do the kids move their bodies? What body parts do they use?

⑤ Text Features: Labels

This selection has labels on the photographs. What do all of the labels tell us? (the names of different body parts)



⑥

I can do fun tricks.
There are lots ways to move!
What can you do? ⑦ ⑧

92

Respond to Reading

1. What body parts do kids use to swim? **Key Details**
2. What do the labels on each page tell you? **Key Details**
3. How can you tell that this is nonfiction? **Genre**
4. What else do your arms help you to do? **Essential Question**

93

LITERATURE ANTHOLOGY, pp. 92–93

⑥ Skill: Key Details

Look at the photo on pages 92 and 93. Turn to your partner and talk about what the boy is doing. How is he using his body?

Detail	Detail
The boy is upside down.	His feet are in the air.

⑦ Strategy: Ask and Answer Questions

On page 92 the author asks a question—*What can you do?* What do you think the author means? (Possible answer: The author is asking readers to think about what they can do by moving their bodies.) Let's answer the author's question. What can you do by moving your body?

⑧ Word Categories

Teacher Think Aloud I can sort the words I read into categories. In this selection all of words *run, jump, catch, swim,* and *spin* are movement words. This helps me understand that each word tells about a way that a body can move.

Develop Comprehension

CLOSE READING

Skill: Key Details

Review with children the key details they recorded as they read. Talk about the key details in the selection. *This selection is all about how kids can move their bodies. What ways to move have we read about?* (running, jumping, catching, swimming, spinning a hoop) What body parts allow us to move in these different ways? (We use different body parts to move in different ways.) Let's add these key details to our chart.

Detail	Detail
We can use our bodies to run, jump, catch, swim, spin a hoop.	We use legs, hands, feet, arms, and hips to move in different ways.

Return to Predictions and Purposes

Review children's predictions. Ask children if their predictions about the selection were correct. Guide them to use the evidence in the text and the photographs to confirm whether their predictions turned out to be accurate. Discuss what children learned from the selection. Did they learn anything new about how they move their bodies?

Respond to Reading

Retelling

Guide children in retelling the selection. Remind them that as they read *Move It!*, they paid attention to key details and asked and answered questions about the text. Now they will use that information to retell the selection.

→ Have children use the information they recorded on their Details charts to help them retell the selection.

Text Evidence

Guide children to use text evidence to answer the Text Evidence questions on Literature Anthology page 93. Model answering the questions as needed.

1. **Key Details** This question asks about what body parts kids use to swim. To answer it, we should look back at the selection. On page 90, we read that the boy uses his arms and his feet to swim.
2. **Key Details** Question 2 asks what the labels on each page tell the reader. To answer the question, we should look at the labels on each page: *legs, feet, hands, arms, feet, hips*. Each of these labels shows the body parts kids use to make the movement described on that page.
3. **Genre** To answer the question about how we know the selection is nonfiction, let's look back at the selection. On each page we read about how a kid moves his or her body in a certain way. There are photographs of real kids moving their bodies in real ways. These are clues that *Move It!* is nonfiction.
4. **Essential Question** This question asks what else your arms help you to do. To answer this question, we can think about the different ways children in the selection use their arms. The kids stand on their arms, move them as they run, raise them in the air, use them to catch a ball, swim with them, and lean on them. What other ways can we use our arms to help us move?

ELL

ENGLISH LANGUAGE LEARNERS

Retell Help children by looking at each page of the selection and asking a question, such as, *What can the boy/girl do? What body part does he/she use to _____? Can you _____?* Provide sentence starters to help children retell the selection, such as, *The boy/girl can _____.*
He/she uses his/her _____.
I can _____, too!

SCIENCE

CONNECT TO CONTENT

BODIES AND HOW THEY MOVE

Remind children that this week they've been reading about how they move their bodies. Make a list on the board of all the ways children in the selection move their bodies. For each movement, list the body parts they use. Have children demonstrate making each movement. *Show me how your strong legs help you go fast. Show me how you jump with your feet. Pick them up, then land on the floor. Pretend to catch. Use two hands and grab an imaginary ball. Now pretend to swim. Pull with your arms and kick with your feet. Finally, pretend to spin a hoop. Move your hips fast to keep the hoop up.*

STEM

Language Arts

Wonders
BIG BOOK
Reading/Writing Workshop

Reading/Writing Workshop Big Book

OBJECTIVES

CCSS Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **W.1.3**

CCSS Use end punctuation for sentences. **L.1.2b**

- Identify complete sentences
- Capitalize first word in a sentence

ACADEMIC LANGUAGE

- *topic, capital letter, punctuation*
- Cognate: *puntuación*

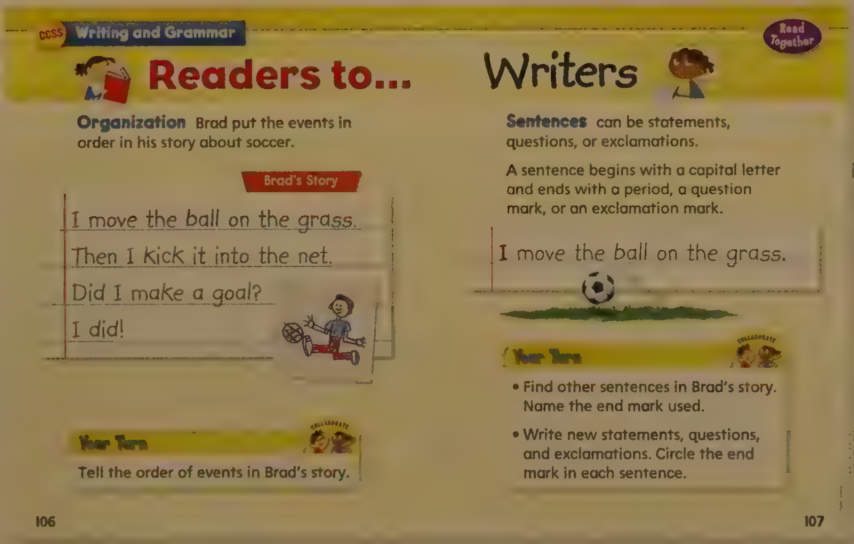
MINILESSON 5

Independent Writing

Writing Trait: Organization

① **Review** Tell children that today they will write a draft. Say: *As you write your own personal narrative, think about the steps we followed as we wrote sentences for a personal narrative together.*

② **Guided Practice** Have children open to the Readers to Writers page in the Reading/Writing Workshop. Read the student model aloud. Point out how Brad used the Organization writing trait by putting events in order. Guide children to identify and discuss.


CCSS Writing and Grammar

Read Together

Readers to... Writers

Organization Brad put the events in order in his story about soccer.

Brad's Story

I move the ball on the grass.
Then I kick it into the net.
Did I make a goal?
I did!

Your Turn

Tell the order of events in Brad's story.

106

Sentences can be statements, questions, or exclamations.

A sentence begins with a capital letter and ends with a period, a question mark, or an exclamation mark.

I move the ball on the grass.

Your Turn

- Find other sentences in Brad's story. Name the end mark used.
- Write new statements, questions, and exclamations. Circle the end mark in each sentence.

107

Reading/Writing Workshop, pp. 106–107

Personal Narrative

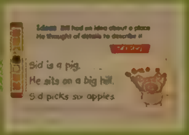
Model Have children look again at Brad's personal narrative, noting what happened first, next, and last. Have children complete the Your Turn.

Prewrite

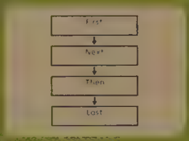
Display the topic ideas from Day 2. Guide children to choose a topic. Preview the topic choices.

COLLABORATE **Brainstorm** Organize children into pairs based on their chosen topic. Guide partners to use a Sequence chart to organize their narrative.

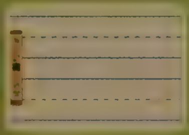
Go Digital



Present the Lesson



Graphic Organizer



Writing

Grammar

Draft

Have children use their Sequence chart to write their personal narratives.

Apply Writing Trait As children write their drafts, remind them to put events in order. Suggest they begin sentences with *First, Next,* and *Last.*

Apply Grammar Remind children to use complete sentences. Remind them that a sentence tells a whole idea, begins with a capital letter, and ends with a punctuation mark.

As children work, conference with them to provide guidance.

MINILESSON 5

Grammar

Writing Sentences

① **Review** Have children look at the Readers to Writers page in the Reading/Writing Workshop. Remind them that a sentence can be a statement, a question, or an exclamation. Have children identify what kind of sentence the model sentence is.

Ask: *What kind of sentence is this? "I move the ball on the grass."* (a statement) *How do you know?* (It starts with a capital letter and ends with a period.)

② **Guided Practice/Practice** Guide children to identify the sentences in Brad's personal narrative. Have children work with partners to write one statement, one question, and one exclamation.

COLLABORATE

Talk About It Have partners work together to choose a book from the classroom library and find examples of statements, questions, and exclamations.

Mechanics: Capitalization and Punctuation

① **Review** Remind children that all sentences begin with a capital letter and end with a punctuation mark.

② **Practice** Display the sentences. Read each aloud. Then have children fix each sentence.

does Dad have a map. (Does Dad have a map?)

that pot is too hot! (That pot is too hot!)

ELL

ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Demonstrate Comprehension Provide sentence frames for partners as they write their personal narratives: *First, I ____ when I play ____. Next, I ____. Last, I ____.* Restate children's responses in order to develop their oral language proficiency.

Intermediate

Explain Provide sentence frames for partners as they write their personal narratives: *First, ____. Next, ____. Last, ____.* Repeat children's responses, correcting for grammar and pronunciation.

Advanced/Advanced High

Expand After children complete their personal narratives, ask: *Did you tell the events in order? How did you show order in your personal narrative?* Model correct pronunciation as needed.

Daily Wrap Up

- Review the Essential Question and encourage children to discuss using the oral vocabulary words. Ask: *What did we read about how people move their bodies?*
- Prompt children to review and discuss the skills they used today. Ask: *What are some ways you used each skill?*

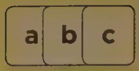
Materials

Literature Anthology
VOLUME 1

Visual Vocabulary Cards

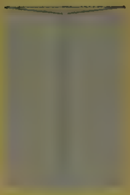
agree	jump
difficult	move
exercise	run
exhausted	two
physical	

Parts of a Wasp
Teaching Poster



Word-Building Cards

Spelling Word Cards


Dinah Zike's FOLDABLES
Dinah Zike's Foldables®

Extend the Concept

MINILESSON 5

Oral Language

OBJECTIVES

CCSS Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **RI.1.5**

Review vocabulary

ACADEMIC LANGUAGE

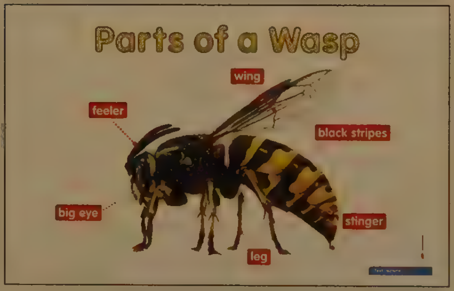
- *bodies, diagram, label, informational*
- Cognates: *diagrama, informativo*

ESSENTIAL QUESTION

Remind children that this week they have been learning about how their bodies move. Guide children to discuss the Essential Question using information from what they have read and discussed.

Use the Define/Example/Ask routine to review the oral vocabulary words *agree, difficult, exercise, exhausted,* and *physical*. Then review last week's oral vocabulary words *deliver, chore, collect, cooperate,* and *relationship*.

Text Feature: Diagram



Teaching Poster

❶ **Explain** Tell children that they can use informational selections to find facts and details. Explain that informational text can have diagrams—pictures that have labels that name the parts of something and help us locate information.

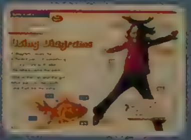
❷ **Model** Display Teaching Poster 16. Point to the stinger and read the label *stinger* aloud. *The diagram shows us the parts of a wasp. The labels tell us the names of the parts. This part is called the stinger.*

❸ **Guided Practice/Practice** Read together the other labels as you point to the corresponding parts. Guide children to discuss the information the diagram gives. *What information do we learn from the illustration? What information do we learn from the labels?* Tell children to look for diagrams and labels as they read informational text.

Go Digital

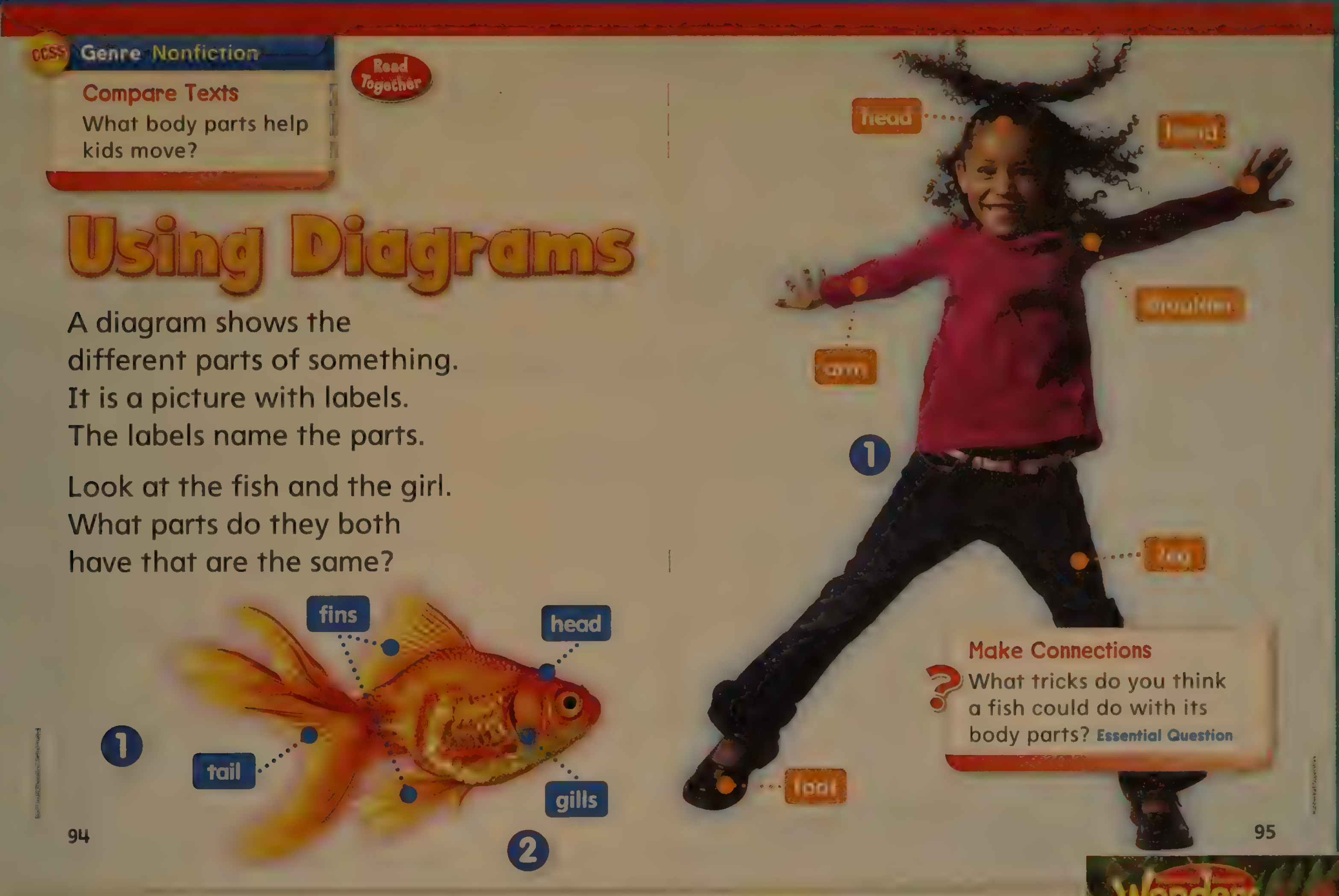
Visual Glossary

Parts of a Wasp
Teaching Poster



"Using Diagrams"

Adam Gault/OJO Images



Genre Nonfiction

Compare Texts
What body parts help kids move?

Read Together

Using Diagrams

A diagram shows the different parts of something. It is a picture with labels. The labels name the parts.

Look at the fish and the girl. What parts do they both have that are the same?

Make Connections
What tricks do you think a fish could do with its body parts? **Essential Question**

94

95

LITERATURE ANTHOLOGY, pp. 94–95

Lexile 440

Develop Comprehension

Read Literature Anthology

Compare Texts

Tell children that as they read, they should think about how the diagrams are like the ones in *Move It!*

① Text Feature: Diagram

Teacher Think Aloud The pictures on pages 94 and 95 are both diagrams. A diagram is a picture with labels that name the parts of something. These diagrams show me the body parts of a fish and a child. The diagrams tell me key details about a fish's body and about a child's body.

Literature Anthology

② Strategy: Ask and Answer Questions

Teacher Think Aloud The text asks if the fish and the child have any of the same body parts. I can use the diagrams to help me find the answer to my question. I see in the diagram that the fish has a head. So does the diagram of the girl. That answers my question.

Make Connections Have children think about what tricks a fish can do that children can do, too. How are the tricks the same? How are they different?

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *sc, sp, sl, sn, sw, cr, fr, tr, br, dr, o, pl, fl, bl, i, a, ck, b, c, d, s, r, l, t, n, p.* Have children say the sounds. Repeat, and vary the pace.

MINILESSON 5

Phonemic Awareness

OBJECTIVES

- CCSS Decode regularly spelled one-syllable words. **RF.1.3b**
- CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**
- CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

Phoneme Categorization

① **Model** Show children how to categorize phonemes. *Listen as I say these words:* crawl, drop, crib. *I hear /kr/ at the beginning of* crawl *and* crib. *I do not hear /kr/ at the beginning of* drop. Drop *does not belong.*

② **Guided Practice/Practice** Have children practice identifying the word that does not belong. Do the first one together. *I will say three words. Tell me which word does not belong and why.*

grin, gross, truth
skip, slot, scare
black, trip, trot
spot, spin, swam
crop, brag, crash
trap, frog, try

MINILESSON 5

Phonics

Build with *r*-Blends and *s*-Blends

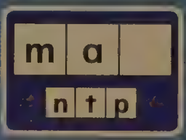
Review *The sounds /br/ can be represented by the letters* b *and* r. *We'll use* ***Word-Building Cards*** *to build words with* br *and other beginning blends.*

Place the letters *b, r, i, c, k. Let's blend the sounds and read the word: /briiik/,* brick. *Now let's change* b *to* t. Blend the sounds and read the word: /triiik/, *trick.*

Continue with *track, trap, tap, tip, trip, rip, grip, grin, grill, drill, drip, drop, crop.*

Go Digital

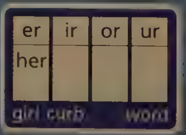
Phonemic Awareness



Phonics

I __ the jar.
fill
fills
filling

Structural Analysis



Spelling Word Sort

Visual Glossary

Structural Analysis

Possessives

① **Review** Write *Pam's cat* on the board, and read it aloud. Circle the *'s*. Remind children that when *'s* is added to the end of a noun, it means that something belongs to someone or something. Ask what belongs to Pam. Then have children use the words in a sentence.

② **Practice** Write these words on the board: *Max, Fran, frog, Mom, dog*. Have partners add *'s* to the words and read them aloud. Then have them use the new words in sentences.

Spelling

Word Sort with *r*-Blends and *s*-Blends

Review Provide pairs of children with copies of the **Spelling Word Cards**. While one partner reads the words one at a time, the other partner should orally segment the word and then write the word. After reading all the words, partners should switch roles.

Have children correct their own papers. Then have them sort the words by beginning consonant blends: *sp, gr, dr*, or no beginning blend.

High-Frequency Words

jump, move, run, two

Review Display **Visual Vocabulary Cards** for high-frequency words *jump, move, run, two*. Have children Read/Spell/Write each word.

- Point to a word and call on a child to use it in a sentence.
- Review last week's words using the same procedure.

Monitor and *Differentiate*

✓ Quick Check

Can children read and decode words with *r*-blends and *s*-blends?

Can children recognize and read high-frequency words?

Small Group Instruction

If No →	Approaching	Reteach pp. T368–T371
	ELL	Develop pp. T382–T389
If Yes →	On Level	Review pp. T376–T377
	Beyond Level	Extend pp. T380–T381

Language Arts

MINILESSON 5

Independent Writing

OBJECTIVES

CCSS With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5**

CCSS Use end punctuation for sentences. **L.1.2b**

- Identify complete sentences
- Capitalize first word in a sentence

ACADEMIC LANGUAGE

- *organize*
- Cognate: *organizar*

Personal Narrative

Revise

Explain to children that revising to show order helps make their sentences easier to understand.

Apply Writing Trait: Organization Explain that as writers revise, they move sentences around so they are organized to tell events in order. Display the following personal narrative:

1. I like to swim!
2. I move my arms back and forth.
3. I kick my legs.
4. I get in the water.

Tell children one sentence is out of order. Guide children to move sentence 4 after sentence 1 by discussing the order a person swims. After moving the sentence, reread the sentences to check the organization. Have children suggest words to add that would show order.

Peer Review Have children work in pairs to do a peer review, which means they will each read their partner's draft. They should take notes about what they like most, questions they have for the author, and ideas they think the author could include. Have partners discuss these topics. Provide time for them to make revisions to their personal narratives.

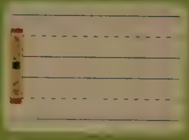
Proofread/Edit

Apply Grammar Review proofreader's marks with children. Have them reread their drafts and fix mistakes. Remind them to make sure that:

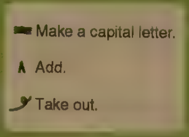
- → sentences tell a whole idea.
- → the first word in each sentence is capitalized and statements end with periods, questions end with question marks, and exclamations end with exclamation marks.
- → all words are spelled correctly.
- → all sentences are complete.

Peer Edit Next, have partners exchange their drafts and take turns reading for the mistakes above. Encourage partners to discuss and fix errors together as they read.

Go Digital

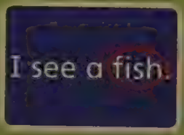


Writing



≡ Make a capital letter.
∧ Add.
✓ Take out.

Proofreader's Marks



I see a fish.

Grammar

Final Draft

After children have edited their own papers and finished their peer edits, have them write their final draft. Encourage them to create or find a photo or other visual that relates to their writing. As children work, conference with them to provide guidance.

MINILESSON 5

Grammar

Writing Sentences

❶ **Review** Remind children that a sentence is a group of words that tell a whole idea. *A sentence begins with a capital letter and ends with a period, question mark, or exclamation mark.*

❷ **Practice** Display the following scrambled sentences. Have children unscramble the words to make whole ideas. Then have them use the correct punctuation mark at the end.

Gran of dolls a box has (Gran has a box of dolls.)

Where my black is sock (Where is my black sock?)

I in a cab see pig a (I see a pig in a cab!)

COLLABORATE

Talk About It Have partners work together to ask a question, give a statement, and say an exclamation about their favorite sport.

Mechanics: Capitalization and Punctuation

❶ **Review** Remind children that all sentences begin with a capital letter and end with a punctuation mark.

❷ **Practice** Prompt children to write a question, a statement, and an exclamation about how they used their bodies to travel to school today. Tell them to check their sentences for proper capitalization and punctuation.

Daily Wrap Up

- Have children discuss the Essential Question using the oral vocabulary words. Ask: *How are you using your body right now?*
- Prompt children to discuss the skills they practiced and learned today by asking, *What skills did you use today?*

Go Digital
www.connected.mcgraw-hill.com
RESOURCES
Research and Inquiry

Wrap Up the Week
Integrate Ideas

RESEARCH AND INQUIRY

SCIENCE

Let's Move!

OBJECTIVES

CCSS Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). **W.1.7**

- Build background knowledge
- Research information using technology

ACADEMIC LANGUAGE

- *motion, move, activity, sport*
- Cognate: *actividad*

Create a Visual Record

COLLABORATE Review the steps in the research process. Tell children that today partners will do an experiment of how the body moves. Explain that they will draw a picture to record their observations of the investigation.

STEP 1 Choose a Topic

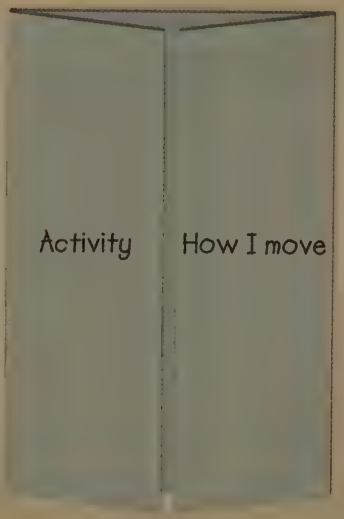
Guide children to choose a movement they can make with their bodies that they can do in the classroom. Tell them they will explore how their bodies make the movement.

STEP 2 Find Resources

Discuss how to use the selections, reference materials, and online sources to find information. Have children use the Research Process Checklist online.

STEP 3 Keep Track of Ideas

Have children record their ideas about how their bodies move in a Shutter Foldable®.



Dinah Zike's FOLDABLES

Collaborative Conversations

Add New Ideas Review with children that as they engage in partner, small-group, and whole-group discussions, they should remember to:

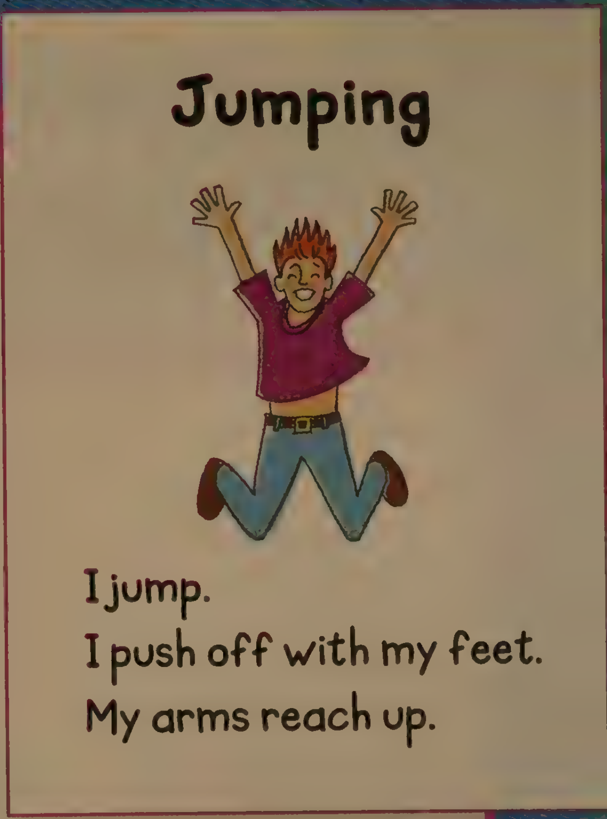
- stay on topic.
- connect their own ideas to the comments of others.
- look for ways to connect their experiences to the conversation.

STEM

STEP 4 Create the Project: Visual Record

Explain the characteristics of a visual record.

- **Information** A visual record can give information. In this project, the drawing will have captions and will give information about the experiment children do to learn how their bodies move.
- **Picture** A picture is an image that gives visual details.
- **Caption** Captions are words that give information about a picture.



Jumping

I jump.
I push off with my feet.
My arms reach up.

Have children do the movement they selected. Have them draw a picture of themselves moving. Guide them to add captions that record their observations about how they made the movement.

- Guide them to make the movement they selected and to observe how they use their body.
- Guide them to draw a picture of themselves making the movement.
- Prompt children to write sentences about how their bodies move while performing the movement in the picture.

ELL ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning	Intermediate	Advanced/High
Use Sentence Frames Use sentence frames to help children discuss how their bodies move. For example: *My hands* ____. *My legs* ____.	**Discuss** Guide children to focus on the most important details of how their bodies move while doing the activity. Ask: *What do your feet do when you do this? What do your hands do?*	**Describe** Prompt children to elaborate on their motions. Ask them to name the body parts that are involved in the activity and to name other activities that use the same motions.

Materials

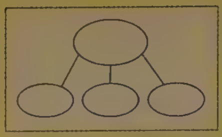
Reading/Writing Workshop
VOLUME 1

Literature Anthology
VOLUME 1

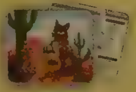
Literature Big Book
Move!

Visual Vocabulary Cards

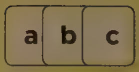
agree	jump
difficult	move
exercise	run
exhausted	two
physical	



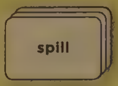
Teaching Poster



Interactive Read-Aloud Cards



Word-Building Cards



Spelling Word Cards

Integrate Ideas

TEXT CONNECTIONS

Connect to Essential Question

OBJECTIVES

CCSS Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **RI.1.9**

- Develop answers to the Essential Question
- Make text connections to the world

ACADEMIC LANGUAGE

demonstrate, specific, similar

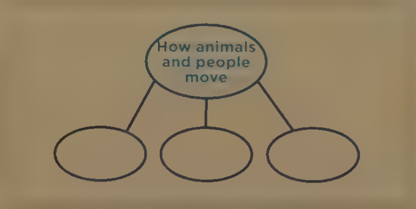
Text to Text

Remind children that all week they have been reading selections about how bodies move. Tell them that now they can make connections across texts by thinking about how the selections were similar to one another. Model comparing text using *Move!* and *Move and Grin!*

Think Aloud *Move!* and *Move and Grin!* are about how different animals and children move. In *Move!*, we read about how some animals use their bodies to move. We read how a whale and an armadillo swim. Similarly, *Move and Grin!* tells about how different kids and animals use their bodies to move. We read about how both Fran and her dog swim.

COLLABORATE **Complete the Organizer** Have children use the Word Web on Teaching Poster 40 to help them organize the information from this week's selections.

- → Discuss and write about how different animals and people move.
- → Discuss specific movements and talk about different animals that can make them.



Teaching Poster

Text to Self

Have children talk about the ways they move each day. *What are your favorite ways to move your body? Why?*

Text to World

Have children talk about what they have learned about movement this week. *How would life be different if we couldn't move in all these ways? How would we get and do the things we need?*

WRITE ABOUT READING

Analytical Writing

Analyze to Inform/Explain

OBJECTIVES

CCSS Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.4.9**

CCSS Identify the reasons an author gives to support points in a text. **RI.1.8**

Analyze Key Details

Explain to children that as a group you will write about one of the selections that they have read this week.

Using the evidence in the text, think about how the author used key details to write about the topic.

Review the Details chart you completed for *Move and Grin!* Guide children to analyze the text evidence by asking "how" and "what" questions about the selection.

- How does the author use key details to tell us about each animal?
- What key details does the author include about each child?
- What did the selection help you understand?

Write an Analysis

Display the following sentence frames:

*The author tells how the animals*____.
*The author tells how the children*____.
The selection helped us understand that ____.

Work with children to complete the sentence frames using details from *Move and Grin!*

Select another selection you have read this week. Work with children to complete similar sentence frames to write about key details from the selection.

RESEARCH AND INQUIRY

SCIENCE

Let's Move!

OBJECTIVES

CCSS Participate in shared research and writing projects. **W.1.7**

Wrap Up the Project

COLLABORATE

Guide children to share their picture records of their investigations. Have them use the Presentation Checklist online. *What motion did you make? How does your body move that way?*

STEM

Word Work

Quick Review

Build Fluency: Sound-Spellings
Display the **Word-Building Cards:** *sc, sp, sl, sn, sw, cr, fr, tr, br, dr, o, pl, fl, bl, i, a, ck, b, c, d, s, r, l, t, n, p*. Have children say the sounds. Repeat, and vary the pace.

Phonemic Awareness

OBJECTIVES

CCSS Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Phoneme Blending

Review Guide children to blend sounds to form words. *Listen as I say a group of sounds. Then blend those sounds to form a word.*

/s/ /t/ /i/ /k/ /d/ /r/ /o/ /p/ /s/ /k/ /i/ /p/ /f/ /r/ /o/ /g/

Phoneme Segmentation

Review *I am going to say a word. I want you to say each sound in the word.*

swim *grab* *crib* *spot* *brick*

Phonics

Blend and Build with *r*- and *s*-Blends

Review Have children read and say the words *drop, stop, spill,* and *trick*. Then have children follow the word-building routine with **Word-Building Cards** to build *slam, swam, swim, trim, trick, brick, stick, stack, track, trap, trip, skip, skin, skill, drill.*

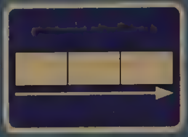
Word Automaticity Help children practice word automaticity. Display decodable words and point to each word as children chorally read it. Test how many words children can read in one minute. Model blending words children miss.

Structural Analysis

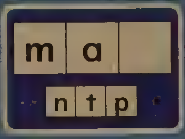
Possessives

Review Have children discuss what an apostrophe *s* at the end of a word means. Then have children practice writing and reading possessive nouns, such as *man's, Tim's, Fran's, Brad's, Mom's, frog's, dog's,* and *cat's*. Have them use the words in sentences.

Go Digital



Phonemic Awareness



Phonics

I __ the jar.
fill
fills
filling

Structural Analysis

Visual Glossary

Fluency: Word Automaticity

MINILESSON 5 Mins

Spelling

Word Sort with *r*-Blends and *s*-Blends

Review Have children use the **Spelling Word Cards** to sort the weekly words by the beginning consonant blend. Remind children that four of the words do not begin with blend sounds.

Assess Assess children on their abilities to spell words that begin with *r*-blends and *s*-blends. Say each word and provide a sentence so that children can hear the words used in a correct context. Then allow them time to write down the words. In order to challenge children, you may wish to provide an additional word for each sound-spelling to assess whether they understand the concept.

MINILESSON 5 Mins

High-Frequency Words

jump, move, run, two

Review Display **Visual Vocabulary Cards** for the high-frequency words *jump, move, run, two*. Have children Read/Spell/Write each word. Have children write a sentence with each word.

Monitor and Differentiate

✓ Quick Check

Can children read and decode words with *r*-blends and *s*-blends?

Can children recognize and read high-frequency words?

⇩

Small Group Instruction

If No →	Approaching	**Reteach pp. T368–T371**
	ELL	**Develop pp. T382–T389**
If Yes →	On Level	**Review pp. T376–T377**
	Beyond Level	**Extend pp. T380–T381**

Language Arts

MINILESSON 5 mins

Independent Writing

OBJECTIVES

CCSS With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.1.6**

CCSS Use end punctuation for sentences. **L.1.2b**

- Identify complete sentences
- Capitalize first word in a sentence

ACADEMIC LANGUAGE

- *presentation, publish, capitalization, punctuation*
- Cognates: *presentación, publicar, puntuación*

Personal Narrative

Prepare

Review guidelines for making presentations with children.

→ Provide time for children to finish preparing their presentations. Remind them to practice using visuals if they have created any.

Present

Have children take turns giving presentations of their personal narratives. Remind them to speak clearly. When listening to other speakers, they should be polite and respectful, asking questions when appropriate and listening carefully when it is not appropriate to speak.

→ If possible, record the presentations so that children can self-evaluate.

Evaluate

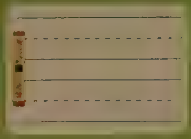
Have children discuss their own presentations and evaluate their performance using the presentation rubric.

Use the teacher's rubric to evaluate children's writing. Have children add their writing to their Writer's Portfolio. Then have them discuss how they would like to change and grow as writers this year.

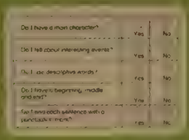
Publish

After children finish presenting their personal narratives, discuss how the class will publish them in a book. Suggest to children that there are different ways of organizing the personal narratives in a class book. Allow children to make decisions regarding the organization and title of the book. Guide them to use digital tools to create the book.

Go Digital



Writing



Checklists

Grammar

MINILESSON 5 MINS

Grammar

Writing Sentences

① **Review** Ask children to name the three kinds of sentences. (statement, question, exclamation)

② **Practice** Ask: *How do I know when a group of words forms a sentence?*

Have children work in pairs to write a statement, a question, and an exclamation.

Mechanics: Capitalization and Punctuation

① **Review** Remind children that all sentences begin with a capital letter and end with a punctuation mark.

② **Practice** Write the following sentences. Read each aloud. Have children fix the sentences.

will you fill my glass (Will you fill my glass?)

the class has a big flag (The class has a big flag.)

Wrap Up the Week

- Review the Essential Question and encourage children to discuss it using the oral vocabulary words.
- Review with children that key details tell them what a selection is mostly about and that asking questions can help them better understand what they read.
- Review words with beginning consonant *r*-blends and *s*-blends.
- Use the Visual Vocabulary Cards to review the Words to Know.
- Remind children that nonfiction selections tell facts about real things.

Approaching Level

We Can Move!
by Mateo Garza
What's Under Your Skin?

Lexile 170

OBJECTIVES

- CCSS Ask and answer questions about key details in a text. **RI.1.1**
- CCSS With prompting and support, read informational texts appropriately complex for grade 1. **RI.1.10**
- CCSS Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **RI.1.5**

Leveled Reader: *We Can Move!*

Before Reading

Preview and Predict

Have children turn to the title page. Read the title and the author's name and have children repeat. Preview the selection's photographs. Prompt children to predict what the selection might be about.

Review Genre: Informational Text/Nonfiction

Have children recall that informational text gives facts and information about a topic. Remind them that informational text tells about real people, places, things, or events.

ESSENTIAL QUESTION

Remind children of the Essential Question. Set a purpose for reading: *Let's read to find out how we can move.*

Remind children that as they read a selection, they can ask questions about what they do not understand or what they want to know more about.

During Reading

Guided Comprehension

As children whisper read *We Can Move!*, monitor and provide guidance, correcting blending and modeling the key strategies and skills.

Strategy: Ask and Answer Questions

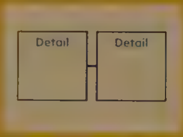
Remind children that before, during, and after they read they can stop to ask themselves questions to check their understanding. Model using the strategy on pages 4 and 5. Ask: *What did we learn we can do with a bat and ball? We learned that we can swing a bat and catch and throw a ball. We also learned that we can run.*

Skill: Key Details

Remind children that the key details are the important facts in the text and photos. After reading, ask: *What are some key details we learned?* Display a Key Details chart for children to copy.

Go Digital

We Can Move!



Graphic Organizer

Retell

Model recording children's answers in the boxes. Have children record the answers in their own charts.

Think Aloud As I read pages 4 and 5 and look at the photos, I learn that we can swing a bat and catch and throw a ball. Those are some key details about how we can move. I'll write this on my chart. Then I'll look for more details.

Guide children to use the text and photographs to complete the chart.

After Reading

Respond to Reading

Have children complete the Respond to Reading on page 12 after reading.

Retell

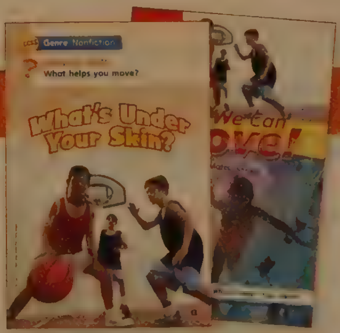
Have children take turns retelling the selection using the **Retelling Cards** as a guide. Help children make a personal connection by saying: *What are some ways you can move?*

Model Fluency

Read the sentences one at a time. Have children chorally repeat. Point out to children the phrasing you use when pausing for punctuation.

Apply Have children practice repeated readings with partners. Provide feedback as needed.

PAIRED READ ...



Leveled Reader

"What's Under Your Skin?"

Make Connections: Write About It Analytical Writing

Before reading, ask children to note this text's genre is nonfiction. Then discuss the Compare Texts direction. Ask children to make connections between information they learned from "What's Under Your Skin?" and *We Can Move!*

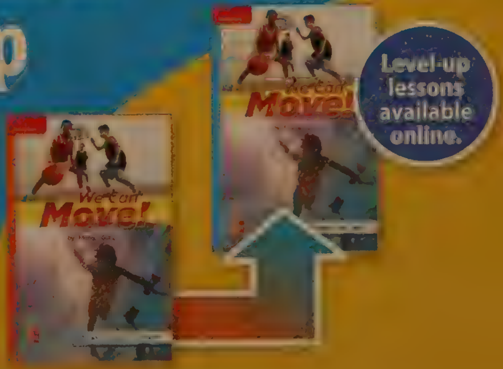
FOCUS ON SCIENCE

Children can extend knowledge of how their bodies move by completing the science activity on page 16. STEM

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about how their bodies move from the two selections in the Leveled Reader.

Level Up



IF children can read *We Can Move!* Approaching Level with fluency and correctly answer the Respond to Reading questions,

THEN tell children that they will read a more detailed version of the selection.

- Use pages 4–5 of *We Can Move!* On Level to model using Teaching Poster 27 to list key details.
- Have children read the selection, checking their comprehension by using the graphic organizer.

Approaching Level

Phonemic Awareness

PHONEME CATEGORIZATION

TIER 2

OBJECTIVES

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

I Do Explain to children that they will be listening for ending sounds in words. *Listen:* crib, grab, frog. Crib *and* grab *end with /b/.* Frog *ends with /g/.* Frog *does not belong.*

We Do *Let's do it together. Listen:* grass, chat, split. *Which word has a different ending sound?* Chat *and* split *end with /t/.* Grass *ends with /s/.* Grass *does not belong.*

Repeat this routine with the following words:

Stan, man, black   sniff, drop, puff   trot, sheep, snap

You Do *Now it's your turn. I'll say three words. You say the word with a different ending sound. That word does not belong.*

stick, grin, track   skid, cram, plum   frizz, jazz, skill

PHONEME SEGMENTATION

TIER 2

OBJECTIVES

CCSS Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d**

I Do Explain to children that they will be segmenting words into phonemes. *Listen*: trim. *I hear four sounds in trim: /t/ /r/ /i/ /m/.*

We Do *Do it with me. Listen as I say a word:* stop. *How many sounds do you hear in that word? Let's clap for each sound. Yes, there are four sounds: /s/ /t/ /o/ /p/.*

Repeat this routine with the following words:

frill   drag   clam   dock   snip

You Do *Are you ready? Listen carefully. Clap to show how many sounds you hear. Then say the sounds.*

prop   lab   skip   still   top   snack

PHONEME DELETION

OBJECTIVES

CCSS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c**

Delete phonemes to form new words

I Do *Listen carefully as I say a word:* spin. *I'll take away the beginning sound: /s/. The word* pin *is left when I take away /s/ from* spin.

We Do *Let's do it together. Listen to the word:* chin. *Take away this sound: /ch/. What word is left? The word* in *is left.*

Repeat this routine with the following words:

Delete /f/ from *flip.*

Delete /g/ from *grim.*

You Do *Now it's your turn. Listen as I say a word. Then delete the beginning sound to make a new word.*

Delete /s/ from *span.*

Delete /s/ from *stop.*

Delete /b/ from *brat.*

Delete /s/ from *skit.*

PHONEME BLENDING

OBJECTIVES

CCSS Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **RF.1.2b**

Blend sounds to form words

I Do Tell children they will be blending sounds to say words. *Listen as I blend four sounds. Then I'll say the word: /s/ /n/ /i/ /p/, /sniiip/,* snip. *The word is* snip.

We Do *Let's do some together. Repeat the sounds: /s/ /n/ /a/ /k/. Let's blend the sounds: /snaaak/,* snack.

/g/ /r/ /i/ /n/ /k/ /r/ /a/ /m/ /p/ /r/ /o/ /p/ /s/ /k/ /i/ /t/

You Do *Now it's your turn. I'll say the sounds. Then you blend the sounds and say the word.*

/b/ /r/ /a/ /n/ /t/ /r/ /i/ /k/ /d/ /r/ /i/ /p/ /f/ /r/ /i/ /z/

ELL ENGLISH LANGUAGE LEARNERS

For the **ELLS** who need **phonemic awareness, phonics,** and **fluency** practice, use scaffolding methods as necessary to ensure children understand the meaning of the words. Refer to the Language Transfers Handbook for phonics elements that may not transfer in children's native languages.

Approaching Level

Phonics

CONNECT TO *r*- AND *s*-BLENDS

TIER 2

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words. **RF.1.3**

I Do Display the **Word-Building Card** *cr. These are the letters* c *and* r. *I am going to trace the letters* cr *while I say /kr/.* Trace the letters *cr* while saying /kr/ five times. Repeat with *gr, br, sk, st.*

We Do *Now do it with me.* Have children trace the lowercase *cr* with their finger while saying /kr/. Trace the letters *cr* five times and say /kr/ with children. Continue with *gr, br, sk, st.*

You Do Have children connect the blend the sound by writing *cr* while saying /krrr/. Repeat with *gr, br, sk, st.*

Repeat, connecting the letters with beginning consonant *r*-blends and *s*-blends throughout the week.

BLEND WORDS WITH *r*- AND *s*-BLENDS

TIER 2

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

I Do Display Word-Building Cards *fr, o, g. These are the letters* f, r. *Together they stand for the sounds /fr/. This is the letter* o. *It stands for the /o/ sound. This is the letter* g. *It stands for /g/. I'll blend the sounds together: /frooog/,* frog.

We Do *Let's do it together.* Guide children to blend the sounds and read: *drink, Fran, grill, track, skip, slam,* and *stop.* Provide guidance as needed.

You Do Have children blend and decode: *skid, snack, snap, spot, prop, swim, scan.*

You may wish to review Phonics with **ELL** using this section.

BUILD WITH *r*- and *s*-BLENDS

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

I Do Display Word-Building Cards *dr, o, p. These are the letters* d, r, o, p. *They stand for /dr/ /o/ /p/. I will blend these sounds together: /drooop/,* drop.

We Do *Let's build a different word.* Point to *drop* and change the letter *o* to *i. I am going to change* o *in* drop *to* i. *Let's blend and read the new word: /driiip/,* drip.

You Do Have children continue building and blending words:

span, spat, spit, spot, trot

Repeat, building additional words with beginning consonant blends.

BLEND WITH *r*- AND *s*-BLENDS

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

Decode words with beginning consonant blends

I Do Display Word-Building Cards *sc, a, b. The letters* s *and* c *together stand for the /sk/ sounds. Listen as I blend the sounds: /skaaab/,* scab. *The word is* scab.

We Do *Let's do some words together.* Blend and read the words *tram, trim, trip, trick.*

You Do Display the words to the right. Have children blend and read the words.

brass brim crab crack drag drip
frill frog grab grass grip prop
track smock trim skill skid snag
snap spill spot stock still swim

Trim the grass on the track.

The frog will swim and skip.

Drag the stick to this spot.

BUILD FLUENCY WITH PHONICS

Sound-Spellings Fluency

Display the following Word-Building Cards: *sc, sp, sl, sn, sw, cr, fr, tr, br, dr, o, pl, fl, bl, i, a, ck, b, c, d, s, r, l, t, n, p.* Have children chorally say the sounds. Repeat and vary the pace.

Fluency in Connected Text

Have children review *Move and Grin!* in their Reading/Writing Workshop. Identify words with *r*- and *s*-blends. Blend words as needed.

Have children reread the selection on their own or with a partner.

Approaching Level

Structural Analysis

REVIEW POSSESSIVES

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words. **RF.1.3**

Understand the meaning of possessives

I Do Write this sentence on the board: *This is a bag that belongs to Jack*. Read the sentence and have children repeat it with you. *This sentence explains that a bag belongs to Jack. I can add an apostrophe and* s *to write it another way: This is Jack's bag.* Write the possessive and read the phrase together.

We Do *Let's do it together. That hat belongs to Kim. We'll add the apostrophe and* s *and rewrite the sentence to show that the hat belongs to Kim:* That is Kim's hat. Help children read the sentence with you.

You Do *Say the possessive for each phrase.* Write phrases that show ownership and have partners take turns saying and writing the possessive.

Repeat Have children create sentences with possessives.

RETEACH POSSESSIVES

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words. **RF.1.3**

Read and write possessives

I Do Write *Don's sock* and read the phrase together. *The possessive word* Don's *shows that something belongs to someone. I add an apostrophe and* s *to* Don *to form the possessive: Don's. The sock belongs to Don.*

We Do *Let's write a possessive together: This is a map that belongs to Bill.* Read the sentence together. *Let's add the apostrophe and* s *to form* Bill's. Write: *This is Bill's map*. Read the revised sentence together.

You Do *Now it's your turn. Write the possessive to show that something belongs to someone.* Give partners several phrases and help them write the possessives. Then ask children to use the phrases in sentences.

Repeat Have children continue with similar examples.

High-Frequency Words

REVIEW HIGH-FREQUENCY WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review *jump, move, run, two*

I Do Use **High-Frequency Word Cards** to **Read/Spell/Write** each high-frequency word. Use each word orally in a sentence.

We Do Guide children to Read/Spell/Write each word on their **Response Boards**. Work together to generate oral sentences using the words.

You Do Have children work with a partner to do the Read/Spell/Write routine on their own using the words *jump, move, run, two.*

RETEACH

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

I Do Review the high-frequency words using the Read/Spell/Write routine. Write a sentence on the board for each high-frequency word.

We Do Guide children to use the Read/Spell/Write routine. Use sentence starters: *(1) Bill will jump to* ______. *(2) Move the box* ______. *(3) Run to the* ______. *(4) I have two* ______.

You Do Ask children to close their eyes, picture the word, and write it as they see it. Have children self-correct.

CUMULATIVE REVIEW

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review previously taught high-frequency words

I Do Display the High-Frequency Word Cards from the previous weeks. Review each word using the Read/Spell/Write routine.

We Do Have children write the words on their Response Boards. Complete sentences for each word, such as, *They hid the* ______. *Look up at the* ______. Show each card and have children chorally read. Mix and repeat.

You Do **Fluency** Display the High-Frequency Word Cards. Point to the words in random order. Have children chorally read. Repeat at a faster pace.

Approaching Level

Comprehension

READ FOR FLUENCY

TIER 2

OBJECTIVES

CCSS Read grade-level text orally with accuracy, appropriate rate, and expression. **RF.1.4b**

I Do Read the first two pages of the Practice Book selection. Model using appropriate phrasing. *When I see a period, I stop and pause before I read the next sentence.*

We Do Read the rest of the Practice Book selection and have children echo read each sentence after you. Point out how you pause at the end of each sentence.

You Do Have children work with a partner and take turns rereading the selection aloud. Remind them to pause for sentence punctuation.

DETAILS

TIER 2

OBJECTIVES

CCSS Use the illustrations and details in a text to describe its key ideas. **RI.1.7**

Identify details in text and illustrations

I Do Remind children that they have been reading informational text. Point out that as they read, they can think about details, or small pieces of information. *I can look at the words and the pictures to find details in a selection.*

We Do Read the first page of the Practice Book selection aloud. Model identifying details. *I read:* He can hop! *I need to look at the picture to understand who* "he" *is. Look carefully at the picture. Who does* "he" *refer to?* (the boy)

You Do Guide children to read the rest of the Practice Book selection. Prompt them to describe details in the text and the pictures.

REVIEW KEY DETAILS

OBJECTIVES

CCSS Use the illustrations and details in a text to describe its key ideas. **RI.1.7**

I Do Remind children that they should look for key details as they read informational text. *As you read, look for key details in the pictures and text. These details will help you understand what you read.*

We Do Read the Practice Book selection together. Pause to talk about what is important in the sentences and the illustrations. *How do the pictures help you understand who is doing the actions?*

You Do Have partners reread the selection together. Have them work together as you help them to complete a Key Details chart.

SELF-SELECTED READING

OBJECTIVES

CCSS With prompting and support, read informational texts appropriately complex for grade 1. **RI.1.10**

Apply the strategy and skill to read a text

Read Independently

Have children pick a nonfiction selection for sustained silent reading. Remind them that:

- → they should identify key details in the text and illustrations.
- → as they read, they can ask themselves questions and then look for the answers in the words and illustrations.

Read Purposefully

Have children record the key details on a Key Details chart. After reading, guide children to participate in a group discussion about the selection they read. Guide children to:

- → share their charts and point out key details in the text and illustrations or photos.
- → explain why the selection is nonfiction and what they learned from reading it.

On Level

We Can Move!
What's Under Your Skin?

Lexile 200

OBJECTIVES

- CCSS Ask and answer questions about key details in the text. **RI.1.1**
- CCSS With prompting and support, read informational texts appropriately complex for grade 1. **RI.1.10**
- CCSS Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **RI.1.5**

Leveled Reader: *We Can Move!*

Before Reading

Preview and Predict

Have children turn to the title page. Read the title and the author's name and have children repeat. Preview the selection's photographs. Prompt children to predict what the selection might be about.

Review Genre: Informational Text/Nonfiction

Have children recall that informational text gives facts and information about a topic. Remind them that informational text tells about real people, places, things, or events.

ESSENTIAL QUESTION

Remind children of the Essential Question: *How does your body move?* Set a purpose for reading: *Let's read to find out the different ways we move.*

Remind children that as they read a selection, they can ask questions about what they do not understand or what they want to know more about.

During Reading

Guided Comprehension

As children whisper read *We Can Move!*, monitor and provide guidance, correcting blending and modeling the key strategies and skills. Prompt children to use context to confirm or self-correct word recognition and understanding.

Strategy: Ask and Answer Questions

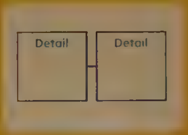
Remind children that they can check their understanding by asking themselves questions as they read. Model the strategy on pages 4 and 5. Say: *I'll stop and ask myself: What did I learn about moving and baseball?* Have children answer the question.

Skill: Key Details

Remind children that the key details are important facts and other information given in the text and photos. After reading, ask: *What key details did we learn about moving?* Display a Details chart for children to copy.

Go Digital

We Can Move!



Graphic Organizer

Retell

Model recording answers for children. Have children copy the answers into their own charts.

Think Aloud On page 4, I read an important detail. We move our arms and hands to play baseball. I'll write that detail in my chart. Then I'll read on to find more details to add to my chart.

Once the selection is finished, prompt children to complete the chart.

After Reading

Respond to Reading

Have children complete the Respond to Reading on page 12.

Retell

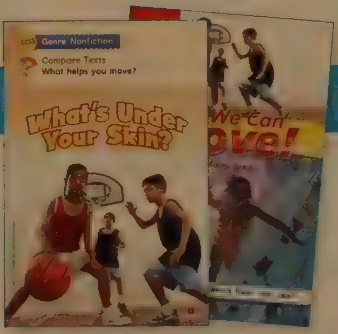
Have children take turns retelling the selection using the **Retelling Cards** as a guide. Help children make a connection by asking: *What sports do you like to play? What body parts do you move to play them?*

Model Fluency

Read the sentences one at a time. Have children chorally repeat. Point out to children the phrasing you use when pausing for sentence punctuation.

Apply Have children practice reading with partners. Provide feedback.

PAIRED READ ...



Leveled Reader

"What's Under Your Skin?"

Make Connections: Write About It Analytical Writing

Before reading, ask children to note that the genre of this text is also nonfiction. Then discuss the Compare Texts direction. After reading, ask children to make connections between the information they learned from "What's Under Your Skin?" and *We Can Move!*

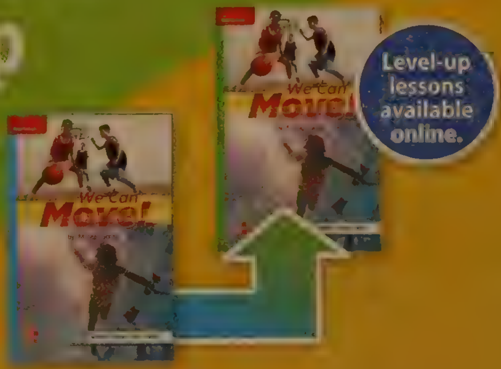
FOCUS ON SCIENCE

Children can extend knowledge of how they move in sports by completing the science activity on page 16. STEM

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about how we move in the two selections in the Leveled Reader.

Level Up



IF children can read *We Can Move!* On Level with fluency and correctly answer the Respond to Reading questions,

THEN tell children that they will read a more detailed version of this selection.

- Use pages 2 through 4 of *We Can Move!* Beyond Level to model using Teaching Poster 27 to list key details.
- Have children read the selection, checking their comprehension by using the graphic organizer.

On Level

Phonics

BUILD WORDS WITH *r*-BLENDS AND *s*-BLENDS

OBJECTIVES

CCSS Decode regularly spelled one-syllable words. **RF.1.3b**

I Do Display **Word-Building Cards** *tr, a, p. These are letters* t, r, a, p. *They stand for /t/ /r/ /a/ /p. I will blend these sounds together: /traaap/,* trap. *The word is* trap.

We Do *Now let's do one together.* Make the word *snap* using Word-Building Cards: */snaaap/,* snap.

Change *a* to *i*. *I am going to change the letter* a *to* i. *Let's blend and read: /sniiip/,* snip. *The new word is* snip.

You Do Have children build and blend the words: *grid, grin, grip, grill.*

Repeat with additional words with beginning *r*-blends and *s*-blends.

High-Frequency Words

REVIEW WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Review high-frequency words: *jump, move, run, two*

I Do Use the **Read/Spell/Write** routine to review *jump, move, run,* and *two*. Use each word orally in a sentence.

We Do Guide children to Read/Spell/Write each word using their **Response Boards**. Work together to generate oral sentences using the words.

You Do Have partners work together to use the words in sentences. Each sentence must contain at least one high-frequency word.

Comprehension

REVIEW KEY DETAILS

OBJECTIVES

CCSS Use the illustrations and details in a text to describe its key ideas. **RI.1.7**

I Do Remind children that key details will help them understand the information in a nonfiction selection. *As you read, look for important pieces of information in the pictures and the text. These key details will help you understand what you read.*

We Do Read the first two pages of the Practice Book selection aloud. *What information in the words and pictures helps you understand how children can move?*

You Do Guide children to read the rest of the Practice Book selection. Remind them to look for key details as they read. Then have partners discuss what they learned as they read the selection.

SELF-SELECTED READING

OBJECTIVES

CCSS With prompting and support, read informational text appropriately complex for grade 1. **RI.1.10**

Apply the strategy and skill to read a text

Read Independently

Have children pick a nonfiction selection for sustained silent reading. Remind them to:

- look for key details in the text and the illustrations.
- use key details to understand what they read.
- ask themselves questions as they read and look for answers in the text and illustrations.
- use context to confirm or self-correct word recognition and understanding.

Read Purposefully

Have children record the important details of the selection on a Key Details chart. After completing the chart, guide partners to:

- share and compare their charts.
- share the questions they asked themselves and how they found the answers.
- discuss how nonfiction selections are different from fiction stories.

Beyond Level

Lexile 390

OBJECTIVES

- CCSS Ask and answer questions about key details in a text. **RI.1.1**
- CCSS With prompting and support, read informational texts appropriately complex for grade 1. **RI.1.10**
- CCSS Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **RI.1.5**

Leveled Reader: *We Can Move!*

Before Reading

Preview and Predict

Read the title and author name. Have children preview the title page and the photographs. Ask: *What do you think this selection will be about?*

Review Genre: Informational Text/Nonfiction

Have children recall that informational text gives facts and information about a topic. Remind them that informational text tells about real people, places, things, or events.. Prompt children to name key characteristics of informational nonfiction. Tell them to look for these as they read the leveled reader.

ESSENTIAL QUESTION

Remind children of the Essential Question: *How does your body move?* Set a purpose for reading: *Let's find out how and why we can move.*

During Reading

Guided Comprehension

Have children whisper read *We Can Move!* Have them place self-stick notes next to difficult words. Remind children that when they come to an unfamiliar word, they can look for familiar spellings. They will need to break longer words into smaller chunks and sound out each part.

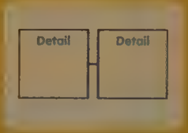
Monitor children's reading. Stop periodically and ask open-ended questions to facilitate rich discussion, such as, *What does the author want you to know about our bodies?* Build on children's responses to develop deeper understanding of the text.

Strategy: Ask and Answer Questions

Remind children that asking and answering questions before, during, and after they read can help them understand the information. Say: *Ask yourself a question, then look for the answers in the text and photos.*

Go Digital

We Can Move!



Graphic Organizer

Skill: Key Details

Remind children that the key details are the important facts and information in the text and photos. After reading, ask: *What are the most important facts you learned in this selection?* Display a Details chart for children to copy.

Model how to record the information. Have children fill in their chart.

Think Aloud As I read, I look for the most important information. On page 2, I read that our body parts are what help us move. I'll write that key detail in my chart, then read on to find more key details.

After Reading

Respond to Reading

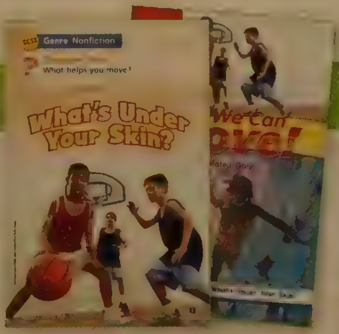
Have children complete the Respond to Reading on page 12.

Retell

Have children take turns retelling the selection. Help children make a personal connection by writing about one way they moved their body today. Say: *Tell what you did, which body parts you moved, and how you moved them.*

PAIRED READ ...

"What's Under Your Skin?"



Leveled Reader

Make Connections: Write About It

Analytical Writing

Before reading "What's Under Your Skin?" have children preview the title page and prompt them to identify the genre. Discuss the Compare Texts direction. Have partners discuss the information they learned in "What's Under Your Skin?" and *We Can Move!* Prompt children to discuss what they learned about the different ways our bodies move.

FOCUS ON SCIENCE

Children can extend their knowledge of how they move when they play sports by completing the science activity on page 16. STEM

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about how we move from the two selections in the Leveled Reader.

Gifted and Talented

SYNTHESIZE Challenge children to create a new dance or sport. Encourage them to tell which body parts they will move in their activity and how. Have children draw a picture to go with their new dance or sport.

EXTEND Have them use facts they learned from the week or do additional research to find out more about body parts used in dances and sports.

Beyond Level

Vocabulary

ORAL VOCABULARY: MULTIPLE-MEANING WORDS

OBJECTIVES

CCSS Use sentence-level context as a clue to the meaning of a word or phrase. **L.1.4a**

Understand multiple-meaning words

I Do Remind children that many words have more than one meaning. The specific meaning we need depends on how the word is used.

The word physical *can mean "relating to the body." It's important to get physical exercise. The word* physical *can also mean "having to do with things we see in nature." Mountains are a physical feature of the land.*

Here's another example of multiple-meaning words. The word exercise *means "activities or movement that help us stay healthy and get stronger." What is your favorite form of exercise?*

The word exercise *can also be a verb that means "to make use of":* I exercise my right to vote.

We Do Have partners use the words *physical* and *exercise* in sentences. Ask them to choose a different meaning for the word in each sentence.

You Do Have partners share their sentences with the group. Ask them to explain the meaning of the target word in each sentence.

Gifted and Talented

Extend Have children come up with a short commercial that tells about ways to exercise. Encourage them to use the different meanings of *physical* and *exercise*. Have children act out their commercials for the class.

Comprehension

REVIEW KEY DETAILS

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

I Do Remind children that they should look for key details as they read informational text. *Important, or key details, will help you understand what you read. You can find these details in the text and the pictures.*

We Do Guide children in reading the first two pages of the Practice Book selection aloud. Prompt them to discuss key details. *What did you learn from the text about how children move when they exercise? What did you learn from the pictures?*

You Do Have children read the rest of the Practice Book selection independently. Remind them to look for key details to understand what they are reading.

SELF-SELECTED READING

OBJECTIVES

CCSS With prompting and support, read informational texts appropriately complex for grade 1. **RI.1.10**

Apply the strategy and skill to read a text

Read Independently

Have children pick a nonfiction selection for sustained silent reading. Remind them to look for key details as they read.

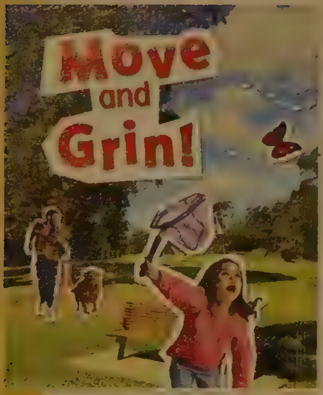
Read Purposefully

Have children record important details in the Key Details chart. After reading, guide children to:

- share their charts with a partner and discuss the key details.
- record information about the selection and what they learned from it in a reading response journal.

Independent Study Have children draw a small poster about the facts they learned in the selections they read. Encourage them to include at least three facts or details, and to have text and a picture for each.

English Language Learners



Reading/Writing Workshop

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

CCSS With prompting and support, read informational texts appropriately complex for grade 1. **RI.1.10**

Shared Read

Move and Grin!

Before Reading

Build Background

Read the Essential Question: *How does your body move?*

- Explain the meaning of the Essential Question; point to body parts as you say: *Our bodies have parts that move—hands, arms, legs, feet, fingers. We can even move our eyes and wiggle our noses!*
- **Model an answer:** *I move my body in different ways each day. I use my feet and legs to walk and run. I use my arms, hands, and fingers to write, draw, reach, and carry. I move my head to see things around me.*
- Ask children a question that ties the Essential Question to their own background knowledge. *Which parts of your body have you used today?* Ask partners to share their answers.

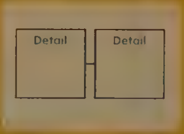
During Reading

Interactive Question-Response

- After each paragraph, ask questions that help children understand the meaning of the text.
- Reinforce the meanings of key vocabulary by providing meanings embedded in the questions.
- Ask children questions that require them to use key vocabulary.
- Reinforce the comprehension strategies and skills of the week by modeling.

Go Digital

Move and Grin!



Graphic Organizer

Move and Grin!

Pages 94–95

Point to each word in the title as you read it aloud. *Let's say the title together:* Move and Grin! *Show me how to move your hand. Sometimes we grin when we move. Say the word with me:* grin. *A grin is a big smile. Show me how you grin.*

Point to the photographs. *These animals and children are moving.* Point to the child who is running. *How is this child moving?* (running) Where do you like to run? (playground, gym) How are some of the other children moving?

Pages 96–97

Point to the photo on page 96. *What animal is this?* (frog) *Where might a frog live?* (pond) *This frog can really jump! What part of its body helps it to jump?* (back legs) *These are key details about how kids and animals move.*

Point to the boy in the photo on page 97. *Scott can move like the frog.* Point to the first sentence. *Listen as I read this sentence. Then read it with me: "Scott can hop and jump, too."*

Explain and Model the Strategy *Ask yourself questions as you read to make sure you understand the selection. As I read about the frog, I wonder: How can it jump so high? I can use the picture and the words to answer my question. The frog uses its back legs.*

Show your partner how you can hop and jump like a frog.

Pages 98–99

I see a dog! How is the dog moving? (swimming) *Listen as I read how it swims:* "It kicks its two front legs." *Show me how you kick your legs. Look at the picture of the girl. Her name is Fran. What can Fran do? Point to the sentence on the page.* ("Fran can swim a lot, too.")

Explain and Model High-Frequency Words Write the word *two* and have children say it with you. Hold up two fingers. *Here are two fingers. Count with me: one, two. I have two eyes. What other body parts do we have two of?* (legs, feet, hands, ears)

What parts of your body move when you swim? (arms, legs, feet, head)

Pages 100–101

Let's look at the photo on page 100. What animal is this? (horse) *The horse can trot and run. A trot is like a slow run. The horse has long legs to help it move.*

The boy's name is Stan. He can move like a horse. Read the first sentence on page 101 with me: "Stan can trot and run, too." *Show me how you run in place. Now slow down and trot.*

Explain and Model Phonics Write these words on the board: *Stan, trot.* Say each word and have children repeat it with you. Then segment and blend the sounds together.

Pages 102–103

Explain and Model the Skill *Let's look for more key details about how animals and kids can move. Read pages 102–103 together. Skip has a crab. What can the crab do that Skip can do?* (The crab can grab with its claw. Skip can grab, too.) Point to the photo on page 103. *These words name parts of our body. I'll point and say the word. You say repeat the word and point to that part of your body:* head, arm, hand, leg, foot.

What is one of your favorite ways to move?

After Reading

Make Connections

→ Review the Essential Question.

English Language Learners

Leveled Reader: *We Can Move!*

Lexile 190

OBJECTIVES

- Ask and answer questions about key details in a text. **RI.1.1**
- With prompting and support, read informational texts appropriately complex for grade 1. **RI.1.10**
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **RI.1.5**

Before Reading

Preview

Read the title. Ask: *What is the title? Say it again*. Repeat with the author's name. Preview the photographs. Have children describe the photos. Use simple language to tell about each page. Follow with questions, such as, *How are the children moving in this photo?*

ESSENTIAL QUESTION

Remind children of the Essential Question. Say: *Let's read to find out the different ways we can move*. Encourage children to ask for help when they do not understand a word or phrase.

During Reading

Interactive Question-Response

Pages 2–3 *What allows us to move?* (our bodies) Look at the photo. *What are the children doing with their bodies?* (kicking with their legs)

Pages 4–5 *What parts of our body did we read about?* (arms and feet) *What can we do with our arms and feet?* (swing and run) *Talk with a partner about other things you can do by moving your arms and legs.*

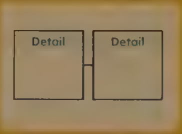
Pages 6–7 *Look at the picture on page 6. What sport are they playing?* (soccer) *How do we move when we play soccer?* (move fast, kick, chase)

Pages 8–9 *What key details did we learn about on this page?* (When we swim we move. We use our arms and legs to swim.) *Show me how you use your arms and legs to swim.*

Pages 10–11 *Look at the photo on page 10. How is this girl moving?* (turning; rolling on a mat) *Yes, she is rolling over. Now, look at the picture on page 11. How is this girl moving?* (she is using gymnastics bars; jumping to a high bar) *Talk with your partner about all of the different ways you can move. Use key details from the text.* (Responses will vary.)

Go Digital

We Can Move!



Graphic Organizer

Retell

After Reading

Respond to Reading

Revisit the Essential Question. Ask children to work with partners to fill in the graphic organizer and answer the questions on page 12. Pair children with peers of varying language abilities.

Retell

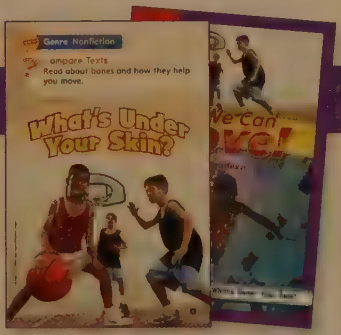
Model retelling using the **Retelling Card** prompts. Say: *Look at the photographs. Use details to help you retell the selection.* Help children make personal connections by asking: *When might you need to move fast? When might you need to move slowly?*

Phrasing Fluency: Sentence Punctuation

Read the pages in the book, one at a time. Help children echo read the pages expressively and with appropriate phrasing. Remind them to pause when they come to punctuation such as a comma or period.

Apply Have children practice reading with partners. Pair children with peers of varying language abilities. Provide feedback as needed.

PAIRED READ ...



Leveled Reader

"What's Under Your Skin?"

Make Connections: Write About It Analytical Writing

Before reading, tell children to note that this text is also nonfiction/informational text. Then discuss the Compare Texts direction. After reading, ask children to make connections between the information they learned from "What's Under Your Skin?" and *We Can Move!* Prompt children by providing a sentence frame: *We move our bodies to* ______.

FOCUS ON SCIENCE

Children can extend their knowledge of how they move to play sports by completing the science activity on page 16. STEM

Literature Circles

Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about how they move from both selections in the Leveled Reader.

Level Up

We Can Move!
We Can Move!

Level-up lessons available online.

IF children can read *We Can Move!* **ELL Level** with fluency and correctly answer the Respond to Reading questions,

THEN tell children that they will read a more detailed version of the selection.

- Use pages 2 through 4 of *We Can Move!* **On Level** to model using Teaching Poster 27 to list key details in the selection.
- Have children read the selection, checking their comprehension by using the graphic organizer.

English Language Learners

Vocabulary

PRETEACH ORAL VOCABULARY

OBJECTIVES

CCSS Produce complete sentences when appropriate to task and situation. **SL.1.6**

LANGUAGE OBJECTIVE

Use oral vocabulary words

I Do Display images from the **Visual Vocabulary Cards** one at a time to preteach the oral vocabulary words *exercise* and *physical*.

We Do Display each image again and explain how it illustrates or demonstrates the word. Model using sentences to describe the image.

You Do Display the word again. Have partners talk about how the picture shows the word.

Beginning	Intermediate	Advanced/High
Display the Visual Vocabulary Cards and say the words together. Then use each word in a sentence. Have children repeat the word and point to the matching card.	Help children act out each word. Then use the word in a sentence to connect to children's actions.	Have partners cut pictures from magazines that relate to the words for collages. Help them label the pictures.

PRETEACH ELL VOCABULARY

OBJECTIVES

CCSS Identify real-life connections between words and their use. **L.1.5c**

LANGUAGE OBJECTIVE

Use ELL vocabulary words

I Do Display images from the Visual Vocabulary Cards one at a time to preteach the ELL Vocabulary words *activity* and *energy* and follow the routine. Say the word and have children repeat it. Define the word in English.

We Do Display each image again and explain how it illustrates or demonstrates the word. Model using sentences to describe the image.

You Do Display the word again and have children say the word, then spell it. Provide opportunities for children to use the words in speaking and writing. Provide sentence starters.

Beginning	Intermediate	Advanced/High
Say each word. Have children repeat and point to the matching Visual Vocabulary Card.	Display the cards. Have children say each word. Then ask a question using the word.	Have children say each word and make a personal connection by answering questions.

High-Frequency Words

REVIEW WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

CCSS Produce complete sentences when appropriate to task and situation. **SL.1.6**

LANGUAGE OBJECTIVE

Use high-frequency words *jump, move, run, two*

I Do Display the **High-Frequency Word Cards** for *jump, move, run, two*. Read each word. Use the **Read/Spell/Write** routine to teach each word. Have children write the words on their **Response Boards**.

We Do Write sentence frames on separate lines. Track the print as you guide children to read and complete the sentences: *(1) A cat can jump*____. *(2) The pig can move* ____. *(3) I like to run* ______. *(4) Dad has two* ______.

You Do Display the High-Frequency Word Cards from the previous five weeks. Display one card at a time as children chorally read the word. Mix and repeat. Note words children need to review.

Beginning	Intermediate	Advanced/High
Display each High-Frequency Word Card and read it together. Help children act out each word. Then repeat the word together.	Display and read the word cards. Have volunteers choose one word and act out its meaning. Other children guess the word and point to the matching card.	Help children write each word. Then have them draw a simple picture that illustrates each word.

RETEACH HIGH-FREQUENCY WORDS

OBJECTIVES

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

LANGUAGE OBJECTIVE

Use high-frequency words

I Do Display each Visual Vocabulary Card and say the word aloud. Define the word in English, then in Spanish if appropriate, identifying any cognates.

We Do Point to the image and explain how it illustrates the word. Have children repeat the word. Engage children in structured partner-talk about the image as prompted on the back of the card. Ask children to chorally say the word three times.

You Do Display each visual card in random order, hiding the word. Have children identify and define the word in their own words.

Beginning	Intermediate	Advanced/High
Ask a question and help children use the word in an answer: *Can you jump high? Yes, I can jump high.*	List the high-frequency words. Have children form each word with letter cards. Read the words together.	List and read the words. Scramble the letters for each. Help children write the word correctly.

English Language Learners

Writing/Spelling

WRITING TRAIT: ORGANIZATION

OBJECTIVES

CCSS Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **W.1.3**

LANGUAGE OBJECTIVE

Understand the sequence of events

I Do Explain that writers tell what happens in an order that makes sense. Write and read the sentences: *Then I took a nap. I swam for a long time.* Point out that these sentences would make more sense in a different order.

We Do Write and read the following sentences: *We had a snack. Then we went to the park. I met my friends after school.* Guide children to rearrange the sentences in time order. Point out why this order makes sense.

You Do Help partners write two sentences about something they did with a friend. Remind them to put the sentences in an order that makes sense.

Beginning	Intermediate	Advanced/High
Have children act out doing something. Tell what they do. Have children repeat.	Provide sentence frames for children: *We* ____. *Then we* ____. *Last we* ____.	Have children write sentences independently and read them aloud.

WORDS WITH *r*-BLENDS AND *s*-BLENDS

OBJECTIVES

CCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2d**

LANGUAGE OBJECTIVE

Spell words with beginning consonant blends: *r*-blends, *s*-blends

I Do Read aloud the Spelling Words on page T326. Segment *spill* into sounds and attach a spelling to each sound. Point out the /sp/ sound spelled *sp*. Read aloud, segment, and spell the remaining words and have children repeat.

We Do Read the sentence for *spill* on page T326. Slowly say *spill*. Ask children to repeat and write the word. Repeat the process for the remaining words.

You Do Display the words. Have children work with a partner to check their spelling lists. Have children correct misspelled words on their list.

Beginning	Intermediate	Advanced/High
Guide children to trace or copy the words. Then have them repeat and spell each.	After children correct their work, have partners take turns spelling each word.	Help children to list other words that begin with *sp*, *gr*, and *dr*. Have volunteers underline the blends.

Grammar

WRITING SENTENCES

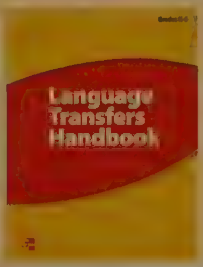
OBJECTIVES

CCSS Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.1.1**

CCSS Demonstrate command of the conventions of standard English capitalization. **L.1.2**

LANGUAGE OBJECTIVE

Write complete sentences



Language Transfers Handbook

Some Haitian Creole, Hmong, Spanish, or Vietnamese children may place an adjective after a noun: *Dad has socks black*. Have them echo sentences, emphasizing the word order.

I Do Remind children that a sentence tell a whole idea. *A complete sentence has two parts. The first part tells who or what the sentence is about. The second part shows action or describes the first part.* Remember that *all sentences begin with a capital letter and end with a punctuation mark.*

We Do Write the sentences below and read them together. Say: *Let's identify the complete sentences below.* Underline the capital letter and circle the end punctuation in each complete sentence.

We have a big brick. (sentence)

Do you? (not a sentence; missing action or description)

I saw the frog jump! (sentence)

You Do Write the sentences below. Have partners make each a complete sentence.

dad has black socks

Sid sits by.

Help partners revise and read the sentences. Circulate, listen, and note each child's language use.

Beginning	Intermediate	Advanced/High
Display story illustrations and say different kinds of sentences for children to repeat.	Provide sentence starters about story illustrations for children to complete. Read them aloud together with expression.	Have children write three sentences about a story illustration. Challenge them to write one of each kind of sentence.

PROGRESS MONITORING

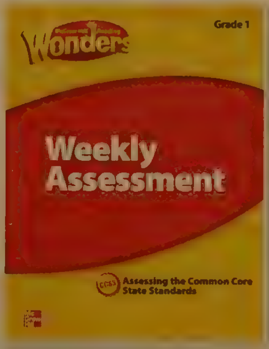
Weekly Assessment

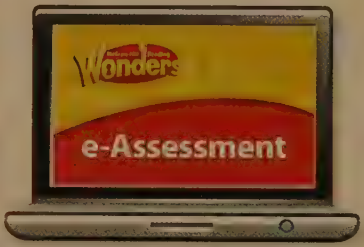
CCSS TESTED SKILLS

✓COMPREHENSION:
- Key Details **RI.1.1**
- Use Illustrations/Photos **RI.1.7**

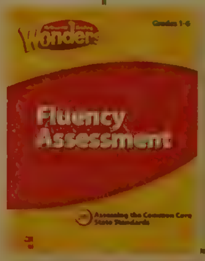
✓PHONEMIC AWARENESS:
- Phoneme Categorization **RF.1.2c**
- Phoneme Segmentation **RF.1.2d**
- Phoneme Deletion **RF.1.2d**
- Phoneme Blending **RF.1.2b**

✓PHONICS/STRUCTURAL ANALYSIS/HIGH-FREQUENCY WORDS:
- Beginning Consonant Blends: *r*-Blends, *s*-Blends **RF.1.3b**
- Possessives **L.1.1b**
- *jump, move, run, two* **RF.1.3g**


Wonders
Grade 1
Weekly Assessment
Assessing the Common Core State Standards

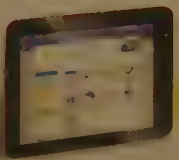

Wonders
e-Assessment

FLUENCY


Wonders
Fluency Assessment

Conduct group fluency assessments.

Assess fluency for one group of children per week using the **Letter Naming, Phoneme Segmentation,** and **Sight Word Fluency** assessments in ***Reading Wonders Fluency Assessment.***



Go Digital! http://connected.mcgraw-hill.com

Using Assessment Results

✓ TESTED SKILLS	If …	Then …
COMPREHENSION	Children answer 0–3 multiple-choice items correctly . . .	. . . assign Lessons 13–15 on Key Details (Nonfiction) and Lesson 105 on Using Illustrations, Photographs, and Captions from the ***Tier 2 Comprehension Intervention online PDFs.***
PHONEMIC AWARENESS	Children answer 0–1 multiple-choice items correctly . . .	. . . assign Lessons 30–31 on Phoneme Categorization: Ending Sounds, Lessons 67–71 on Phoneme Segmenting, Lesson 102 on Initial Phoneme in a Blend Deletion, and Lessons 62–66 on Phoneme Blending from the ***Tier 2 Phonemic Awareness Intervention online PDFs.***
PHONICS/ STRUCTURAL ANALYSIS/HFW	Children answer 0–5 multiple-choice items correctly . . .	. . . assign Lesson 51 on Short Vowels: Initial Blends and Lesson 64 on Possessives from the ***Tier 2 Phonics/Word Study Intervention online PDFs.***

Response to Intervention

Use children's assessment results to assist you in identifying children who will benefit from focused intervention.

Use the appropriate sections of the ***Placement and Diagnostic Assessment*** to designate children requiring:

- TIER 2 **Intervention Online PDFs**
- TIER 3 **WonderWorks Intervention Program**

WEEKLY OVERVIEW

The Big Idea: *What makes you special?*

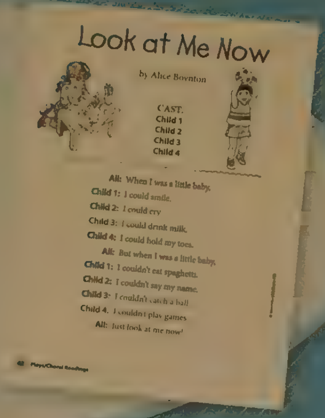
REVIEW AND EXTEND

Reader's Theater

Look at Me Now

Genre Play

Fluency Phrasing, Rate, and Expression


Look at Me Now

by Alice Boynton

CAST
Child 1
Child 2
Child 3
Child 4

All: When I was a little baby,
Child 1: I could smile.
Child 2: I could cry
Child 3: I could drink milk.
Child 4: I could hold my toes.
All: But when I was a little baby,
Child 1: I couldn't eat spaghetti.
Child 2: I couldn't say my name.
Child 3: I couldn't catch a ball
Child 4: I couldn't play games
All: Just look at me now!

42 Plays/Choral Readings

Reading Digitally

TIME For Kids "World Games"

Comprehension Close Reading

Study Skills Take Notes

Research Navigate Links to Information

Go Digital!

Level Up Accelerating Progress

From
APPROACHING
To **ON LEVEL**

Friends Are Fun
Approaching
Friends Are Fun
On Level

From
ON LEVEL
To **BEYOND LEVEL**

Friends Are Fun
On Level
Friends Are Fun
Beyond

From
ENGLISH LANGUAGE LEARNERS
To **ON LEVEL**

Friends Are Fun
ELL
Friends Are Fun
On Level

From
BEYOND LEVEL
To **SELF-SELECTED TRADE BOOK**

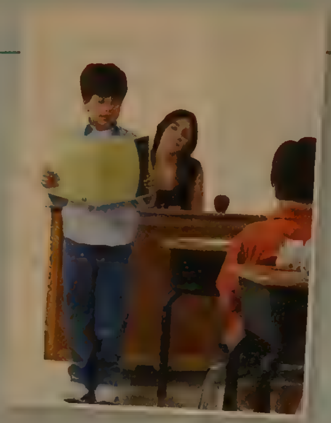
Friends Are Fun
Beyond
Advanced Level Trade Book

ASSESS

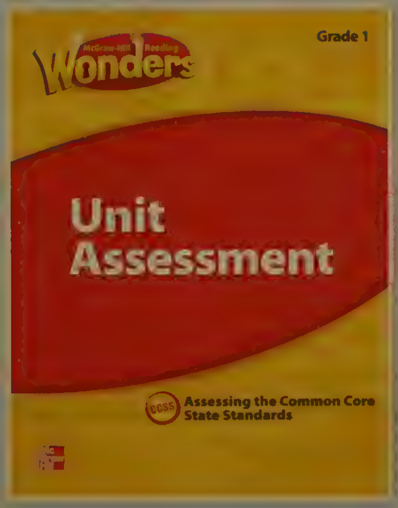
Presentations

Research and Inquiry
Project Presentations
Project Rubric

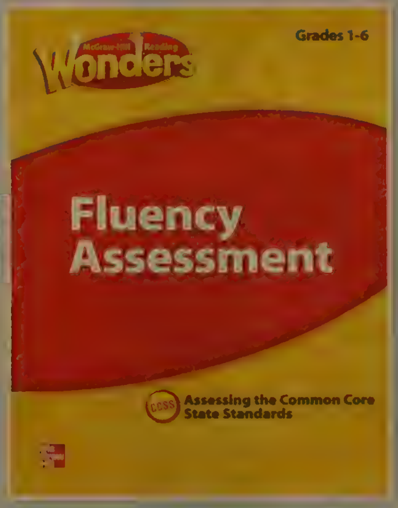
Writing
Writing Presentations
Writing Rubric



Unit Assessments


McGraw-Hill Reading
Wonders
Grade 1
Unit Assessment
CCSS Assessing the Common Core State Standards

UNIT 1 TEST


McGraw-Hill Reading
Wonders
Grades 1-6
Fluency Assessment
CCSS Assessing the Common Core State Standards

FLUENCY

Evaluate Student Progress

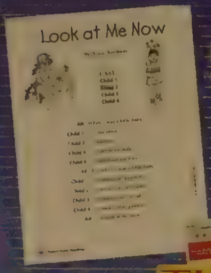
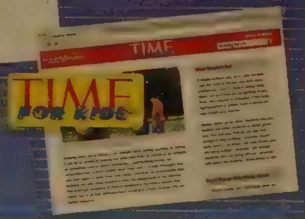
Wonders
e-Assessment

Use the McGraw-Hill Reading Wonders e-Assessment reports to evaluate children's progress and help you make decisions about small group instruction and assignments.

- → Student and Class Assessment Report
- → Student and Class Standards Proficiency Report
- → Student Profile Summary Report

Carlos Davila Photographer's Choice RF/Getty Images

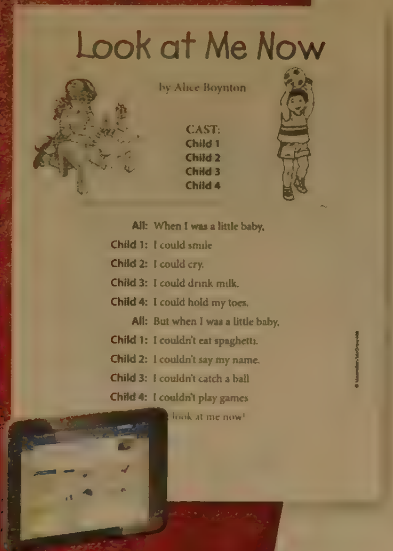
SUGGESTED LESSON PLAN

		DAY 1	DAY 2
READING Whole Group	 **Reader's Theater "Look at Me Now"**  "World Games"	**Reader's Theater,** T394–T395 "Look at Me Now" Assign Roles Model Fluency: Phrasing and Expression **Research and Inquiry,** T398–T400 Reliable Sources Group Project	**Reader's Theater,** T394–T395 "Look at Me Now" Model Fluency: Phrasing and Expression **Research and Inquiry Projects**
DIFFERENTIATED INSTRUCTION Level Up to Accelerate			
Small Group	**Approaching Level** 	**Level Up to On Level** *Friends Are Fun,* T404	**Level Up to On Level** *Friends Are Fun,* T404
	On Level 	**Level Up to Beyond Level** *Friends Are Fun,* T405	**Level Up to Beyond Level** *Friends Are Fun,* T405
	Beyond Level 	**Level Up to Self-Selected Trade Book,** T407	**Level Up to Self-Selected Trade Book,** T407
	English Language Learners 	**Level Up to On Level** *Friends Are Fun,* T406	**Level Up to On Level** *Friends Are Fun,* T406
LANGUAGE ARTS Whole Group	**Writing**	**Unit Writing** Prepare to Present Your Writing, T402	**Unit Writing** Discuss Peer Feedback, T402

WEEK 6

DAY 3	DAY 4	DAY 5
Reading Digitally, T396 TIME For Kids "World Games" Analytical Writing Close Reading	**Reading Digitally,** T397 TIME For Kids "World Games" Write About Reading **Reader's Theater,** T394 Performance	**Research and Inquiry,** T401 Presentation ✓ **Unit Assessment,** T408–T409
Research and Inquiry Projects	**Research and Inquiry Projects**	
DIFFERENTIATED INSTRUCTION		
Level Up to On Level *Friends Are Fun,* T404	**Level Up to On Level** "I Like to Play," T404	**Level Up to On Level** Literature Circle, T404
Level Up to Beyond Level *Friends Are Fun,* T405	**Level Up to Beyond Level** "I Like to Play," T405	**Level Up to Beyond Level** Literature Circle, T405
Level Up to Self-Selected Trade Book, T407	**Level Up to Self-Selected Trade Book,** T407	**Level Up to Self-Selected Trade Book,** T407
Level Up to On Level *Friends Are Fun,* T406	**Level Up to On Level** "I Like to Play," T406	**Level Up to On Level** Literature Circle, T406
Unit Writing Rehearse Your Presentation, T402	**Unit Writing** Present Your Writing, T402–T403 Evaluate Your Presentation, T402–T403	**Unit Writing** Portfolio Choice, T403

Reader's Theater



Look at Me Now

by Alice Boynton

CAST:
Child 1
Child 2
Child 3
Child 4

All: When I was a little baby,
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Child 2: I could cry.
Child 3: I could drink milk.
Child 4: I could hold my toes.
All: But when I was a little baby,
Child 1: I couldn't eat spaghetti.
Child 2: I couldn't say my name.
Child 3: I couldn't catch a ball
Child 4: I couldn't play games
look at me now!

Go Digital!

Teacher's Resource PDF Online

OBJECTIVES

- CCSS Read on-level text with purpose and understanding. **RF.1.4a**
- CCSS Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. **RF.1.4b**
- CCSS Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **RF.1.4c**

Look at Me Now

Introduce the Play

Explain that *Look at Me Now* is a play that tells about how children grow. In the play, children tell what they could and couldn't do at different ages. Distribute scripts and the Elements of Drama handout from the **Teacher's Resource PDF Online**.

- → Review the features of a play.
- → Review the list of characters. Point out that the setting of the play is not specified; the setting could be any place where there is a group of children.

Shared Reading

Model reading the play as children follow along in their scripts.

Focus on Vocabulary Stop and discuss any vocabulary words that children may not know. You may wish to teach:

- → could
- → couldn't
- → spaghetti
- → peekaboo
- → tricycle

Model Fluency As you read each part, state the name of each character and read the part, emphasizing the appropriate phrasing and expression.

Discuss Each Role

- → After reading the play, ask children to identify the difference between each character's part and the part everyone reads.
- → Ask children to note the repetition of "I could", "I couldn't", and "Just look at me now!" throughout the play.

Assign Roles

Depending on the number of children, you may wish to assign more than one child to the role of each character. Explain that in order for everyone to have a part, several children will read the part of Child 1, several others will read the part of Child 2, and so on. Remind children that everyone reads the parts that say "All."

Practice the Play

Have children use highlighters to mark their parts in the script. Each day, allow children time to practice. Pair fluent readers with less fluent readers. Pairs can echo-read or chorally read. As needed, work with less fluent readers. Mark pauses using one slash for a short pause and two slashes for longer pauses.

Throughout the week have children work on the Reader's Theater **Workstation Activity Card 25**.

Once children have practiced reading their parts several times, allow them time to practice performing the script.

Perform the Play

- → Remind children to focus on their scripts as the play is being performed and to read along, even when it is not their turn to speak.
- → Discuss how performing a play aloud is different from reading it silently. Have partner tell what they liked about performing and what they didn't like.
- → Talk with the class about ways that children could make their performance more enjoyable for the audience.

ACTIVITIES

LOOK AT *US* NOW!

In *Look at Me Now*, the characters tell things they could do at different ages. Reread the play, and help children focus on some of the activities described.

1. Ask children to tell about things they could do when they were one, two, three, four, and five years old.
2. Discuss things children can do that they couldn't when they were younger. Have them draw and label pictures showing things they can do now.
3. Display children's pictures on a bulletin board labeled, "Look at Us Now!"

ADD ACTIONS

Discuss ways children can add to their performance using pantomime or facial expressions to act out what the characters say. They can:

- smile when Child 1 says, "I could smile."
- take three steps when Child 2 says, "I could walk."
- act out brushing teeth when Child 4 says, "I could brush my teeth."

Allow time for children to practice doing simple moves. Then read aloud the play again, and have children act out their lines.

ELL ENGLISH LANGUAGE LEARNERS

- Review the definitions of difficult words including *baby, cry, telephone, elephant, climb, write*, and *story*.
- Pair an ELL child with a fluent reader who is reading the same part. Have each reader take turns reading the lines.
- Work with ELLs on pronunciation of difficult words and also on intonation. Have children read their lines to you. Give children corrective feedback and model proper fluency.

Reading Digitally

Go Digital!

OBJECTIVES

CCSS Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **RI.1.5**

CCSS With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.1.6**

ACADEMIC LANGUAGE

interactive, rollover, links, cyber

TIME FOR KIDS®

World Games

Before Reading

Preview Scroll through the online article "World Games" at **http://connected.mcgraw-hill.com** and point out the text features. Explain how to use the interactive features, such as **hyperlinks**. Tell children that you will read the article together first and then use the features.

Close Reading Online

Take Notes Scroll back to the top and read the article aloud. As you read, ask questions about the games. Model taking notes using a Details chart. After each section, have partners discuss the game in that section. Have them use text evidence as they discuss what they learned. Make sure children understand domain-specific terms, such as *mancala*.

Access Interactive Elements Help children access the interactive elements by clicking or rolling over each feature. Discuss what information these elements add to the text.

Reread Tell children they will reread parts of the article to help them answer a specific question: *What games do children play in different parts of the world?*

Navigate Links to Information Point out that online texts may include hyperlinks. Hyperlinks help you go from the Web page you are on to another Web page that tells more about the topic.

Model how to use a hyperlink to jump to another Web page. Discuss information on the new Web page. Before navigating back, demonstrate bookmarking the page so children can return to it at another time.

WRITE ABOUT READING

Analytical Writing

Retell Review children's charts. Model using the information to retell "World Games."

Ask partners to draw pictures of the games from the article. Help them write a sentence about each picture. Invite children to share their pictures to help them retell the article.

Make Connections Have children compare what they learned about games children play with what they learned about children in other texts they read in this unit.

CONNECT TO CONTENT

SOCIAL STUDIES

Around the World

On a world map, point out the countries mentioned in the text. Ask what game is played there and whether we play it here.

Remind children that people interact in many ways. Ask how playing games from different countries can help children around the world learn to understand each other.

- → How might playing games help you learn to solve problems or conflicts?
- → What might games help you understand about children around the world?

RESEARCH ONLINE

Cyber Safety

Discuss cyber safety with children. Explain the following rules:

- → Only go to Web sites that adults have told you are okay to visit.
- → Never give out any personal information when you are online. Do not tell anyone your name, phone number, or password.
- → Never agree to meet someone in person.
- → Tell your parents or teacher if anything you see online makes you feel scared or uncomfortable.

INDEPENDENT STUDY

Investigate

Choose a Topic Children should brainstorm other games they can learn more about. Then have children choose a question to research. For example, they might ask: *What games involving balls do children play around the world?*

Conduct Internet Research Have children conduct an Internet search. Type in the URL for a child-friendly search engine. Enter key words and click Search. Then, click on a link to go to a site.

Present Help children combine their research into a book or use presentation software to share it with others.

RESEARCH AND INQUIRY

The Big Idea: *What makes you special?*

Assign the Projects Have children work in five groups, with each group assigned one of the five projects that follow, or let groups self-select their project. Before children begin researching, present these minilessons.

Research Skill: Selecting a Topic

OBJECTIVES

CCSS Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). **W.1.7**

CCSS Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **SL.1.5**

Select a Topic

Before children choose a topic, make sure they understand what they need to do to complete the project. Ask them to explain in their own words what steps they need to take to complete the project and what the completed project will look like.

- Help children decide on a topic that interests them. Children can brainstorm alone or in groups to think of ideas. Model how to ask questions, such as: *What do I already know about this topic? What would I like to find out?* Encourage children to make a list of their ideas and then decide on a topic.
- Guide children to evaluate their topics. Children should make sure that their topics are interesting, both to them and to their audience. Make sure children will be able to complete the project with the chosen topic.
- To help children narrow their topic, suggest that they state their topic as a question that they will answer through their project.

Using a Variety of Resources

Guide children to use a variety of resources to find topics that interest them.

- Classroom books and magazines can provide ideas. Talk about which classroom materials might relate to the project.
- Discuss what library materials could provide topic ideas. Discuss how encyclopedias and reference books can be helpful.
- Demonstrate how to use an appropriate search engine to find ideas online.

Go Digital

COLLABORATE

Manage and assign projects online. Children can also work with their group online.

Choose a Project!

A Song

1

SOCIAL STUDIES

ESSENTIAL QUESTION

What do you do at your school?

Goal

Research teams create a song about school activities, using a familiar tune. Teams use previous research and the entries in the class book of activities they created to write words for the song.

A Travel Poster

2

SOCIAL STUDIES

ESSENTIAL QUESTION

What is it like where you live?

Goal

Research teams will create a travel poster advertising a special place in their community. The poster will include pictures of the place, describe it, and tell why people should visit.

A Diorama

3

SCIENCE

ESSENTIAL QUESTION

What makes a pet special?

Goal

Research teams make a diorama to show a pet at home. Children use a small box, clay, paper, and other materials to show what the animal looks like, where it lives, and what it likes to do.

STEM

A Game

4

SOCIAL STUDIES

ESSENTIAL QUESTION

What do friends do together?

Goal

Research teams will research and write directions for how to play a game from long ago or a different country. Teams draw pictures illustrating the game and its equipment.

A List

5

SCIENCE

ESSENTIAL QUESTION

How does your body move?

Goal

Research teams make a list of activities that require movement. Children choose one activity, then illustrate and describe all the ways that their bodies move during that activity.

STEM

RESEARCH AND INQUIRY

Distribute the Research Roadmap online PDF. Have children use the roadmap to complete the project.

Conducting the Research

STEP 1 Set Research Goals

Discuss the Big Idea question and the research project. Each group should:

- develop a research plan that helps focus their research.
- choose a topic that interests them.

STEP 2 Identify Sources

Have the group brainstorm where they can find the information they need. Sources might include:

- reliable online sources ending in *.edu, .org,* or *.gov.*
- personal experiences.
- classroom and library books and magazines.

Remind children that using a variety of resources will help them find new and interesting information.

STEP 3 Find and Record Information

Have children take notes about their topic using a Foldables® of their choice. Remind children to focus on the information that will help them complete the project.

STEP 4 Organize and Summarize

After team members have completed their research, they can review the information they collected. Help children decide what information is necessary to complete the project. Help team members:

- summarize their findings and decide on their final message.
- connect the key ideas of their projects to the unit theme, "Getting to Know Us."

STEP 5 Complete and Present

Guide children to complete the project.

- Ensure children work together to create each part of the project.
- Encourage them to use various media in their presentations.
- Have teams take turns presenting their work.

Audience Participation

- Have children discuss how the presentation relates to the unit theme.
- Encourage children to share at least one positive comment about each presentation.

Review and Evaluate

Distribute the online PDF of the Student Checklist. Use the following Teacher Checklist and Project Rubric to evaluate children's research and presentations.

Student Checklist

Research Process

- ☑ Did you choose a research topic that interests you?
- ☑ Did you use several sources to find information about your topic?

Presenting

- ☑ Did you practice your presentation?
- ☑ Did you speak clearly and loudly enough for others to hear?
- ☑ Did you give important facts and details about your topic?
- ☑ Did you answer the Essential Question?
- ☑ Did you use pictures, audio recordings, or other materials to make your presentation exciting for your audience?

Teacher Checklist

Assess the Research Process

- ☑ Selected a focus.
- ☑ Used sources to gather information.
- ☑ Used time effectively and collaborated well.

Assess the Presentation

- ☑ Presented information clearly and concisely.
- ☑ Maintained a consistent focus by staying on-topic.
- ☑ Used appropriate gestures.
- ☑ Maintained eye contact.
- ☑ Used appropriate visuals and technology.
- ☑ Spoke clearly and at an appropriate rate.

Assess the Listener

- ☑ Listened quietly and politely.
- ☑ Listened actively and asked questions to clarify understanding.

Project Rubric

4 Excellent	3 Good	2 Fair	1 Unsatisfactory
→ Presents the information clearly	→ Presents the information adequately	→ Attempts to present information	→ May show little grasp of the task
→ Includes many details	→ Provides adequate details	→ May offer few or vague details	→ May present irrelevant information
→ May include many relevant observations	→ Includes relevant observations	→ May include few or irrelevant personal observations	→ May reflect extreme difficulty with research or presentation

Celebrate Share Your Writing

Presentations

Giving Presentations

Now is the time for children to share one of their pieces of writing that they have worked on throughout the unit.

You may wish to invite parents or children from other classes to attend the presentations.

Preparing for Presentations

Tell children that they will present their writing. They will need to prepare to do that. Guide children to use digital tools to prepare their work for presentation.

Allow children time to rehearse their presentation. Make sure they reread their writing several times. Encourage them to be aware of punctuation and remind them to read with expression.

Children should consider any visuals or props that they may want to use to accompany their presentations. Discuss some options.

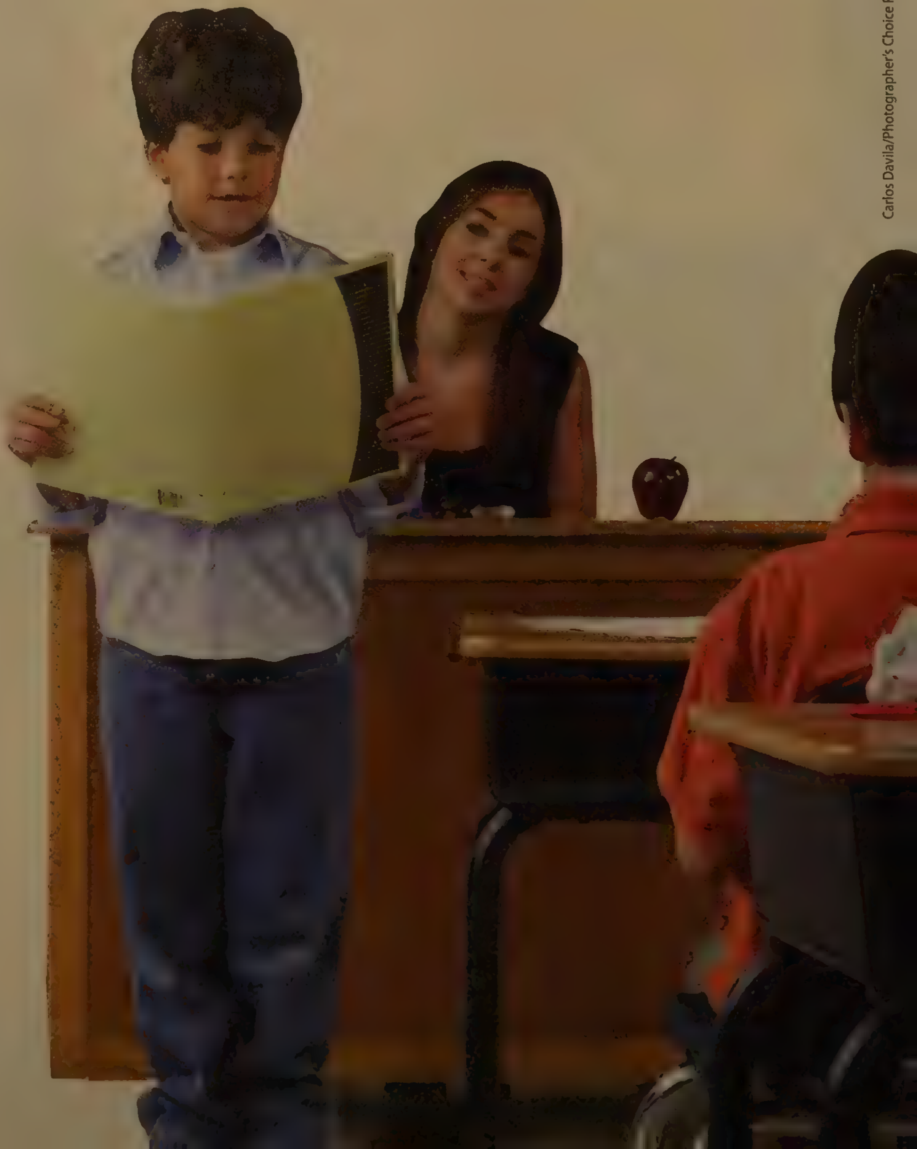
- → Do they have any items or props, such as instruments, recordings, or dance moves to accompany their songs?
- → Do they have visuals to include, such as photos or illustrations of their special places or their selected pets?
- → Do they have any objects to accompany their pieces, such as the ones about games or activities?

Encourage children to practice their presentations with a partner. Share the Speaking Checklist on this page to help them focus on important parts of the presentation. Discuss each point on the checklist.

Speaking Checklist

Review the Speaking Checklist with children as they practice.

☑ Have your notes and visuals ready.
☑ Hold your visuals so that everyone can see them.
☑ Stand up straight.
☑ Speak clearly and slowly.
☑ Speak loudly enough so everyone can hear.
☑ Speak with excitement.
☑ Remember to smile.



Carlos Davila/Photographer's Choice RF/Getty Images

Listening to Presentations

Remind children that they not only will take on the role of a presenter, they will also be part of the audience for their classmates' presentations. As a listener, children have an important role. Review with them the following Listening Checklist.

Listening Checklist

During the presentation

- ☑ Look at the speaker and listen carefully.
- ☑ Think about something you like about the presentation.
- ☑ Write one question about the information presented.
- ☑ Stay quiet during the presentation.
- ☑ Remember that the speaker may be nervous—smile and look interested to help the speaker relax.

After the presentation

- ☑ Only speak when it is your turn.
- ☑ Tell why you liked the presentation.
- ☑ If someone else makes the same comment first, tell why you agree.
- ☑ Ask your question.

Portfolio Choice

Ask children to select one finished piece of writing as well as a revision to include in their writing portfolio. As children consider their choices, have them use the checklist below.

Published Writing

Does your writing:

- → use complete sentences?
- → use correct punctuation?
- → include details to give a clear description?
- → have few or no spelling errors?
- → appear neatly and clearly published?

Sample Revisions

Did you choose a revised entry that shows:

- → details to make the writing more interesting?
- → clear comparisons?
- → events in the correct order to help the reader understand what you are writing about?

Go Digital

PORTFOLIO

Children can submit their writing to be considered for inclusion in their digital portfolio. Children's portfolios can be shared with parents.

Level Up Accelerating Progress

Leveled Reader

Approaching Level to On Level

Friends Are Fun

Level Up Lessons
also available online

Before Reading

Preview Discuss what children remember about the information they learned about friends. Tell them they will be reading a more detailed version of *Friends Are Fun*.

High-Frequency Words Use the **High-Frequency Word Cards** to review the high-frequency words. Use the routine on the cards.

During Reading

Specific Vocabulary Review the following words that are new for this title. Model how to use the photographs to determine their meaning. *bike little dog*

Connection of Ideas Children may need help connecting ideas from one page to the next. Point out that on each page children learn something new about friends. Have children tell what new information about friends they learned after reading each successive page.

Organization Help children recognize how the author uses examples to help readers understand the information. Point out that one sentence describes what a friend is like, and another gives an example. See pages 3, 4, 5, 6, and 7. For example, after reading pages 4 and 5. Ask: *What can friends do?* (They can help.) *What are some ways that friends can help?* (They can help you ride a bike or make a fort.)

After Reading

Ask children to complete the Respond to Reading on page 12 using the new information from the On Level text. After children finish the Paired Read, have them hold Literature Circles.

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

CCSS With prompting and support, read informational text appropriately complex for grade 1. **RI.1.10**

On Level to Beyond Level

Friends Are Fun

Level Up Lessons also available online

Friends Are Fun
by Liza Kendall
Poetry
Friends Are Fun
by Liza Kendall
Poetry

Leveled Reader

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

CCSS With prompting and support, read informational text appropriately complex for grade 1. **RI.1.10**

Before Reading

Preview Discuss what children remember about what friends do. Tell them they will be reading a more detailed version of *Friends Are Fun.*

High-Frequency Words Use the **High-Frequency Word Cards** to review the high-frequency words. Use the routine on the cards.

ACT During Reading

Specific Vocabulary Review the following words that are new to this title. Model how to use context and the photographs to determine their meaning. *play together teach work older younger*

Connection of Ideas Children may need help connecting ideas. After reading each page in a chapter, model retelling information to connect ideas from that page to the previous one. For example, after reading page 4 say: *On page 3 we learned that friends play games together. On this page we learned that they also help each other by teaching something new.* After reading the selection, help children connect ideas between chapters.

Sentence Structure The sentence structure at this level is more complex than in the On Level text. To help children understand the information, follow this routine when reading complex or compound sentences:

Read the sentence aloud.

Break down the information into simpler sentences.

Have children then read the sentence aloud.

After Reading

Ask children to complete the Respond to Reading on page 12 using the new information from Beyond Level text. After children finish the Paired Read, have them hold Literature Circles.

Level Up Accelerating Progress

Friends Are Fun
by Liza Kendall
Poetry
Friends Are Fun
by Liza Kendall
Poetry

Leveled Reader

OBJECTIVES

CCSS Ask and answer questions about key details in a text. **RI.1.1**

CCSS With prompting and support, read informational text appropriately complex for grade 1. **RI.1.10**

English Language Learners to On Level

Friends Are Fun

Level Up Lessons also available online

Before Reading

Preview Remind children that informational text tells facts about real people and events. Talk about what they remember about *Friends Are Fun*, then tell them they will be reading a more detailed version of it.

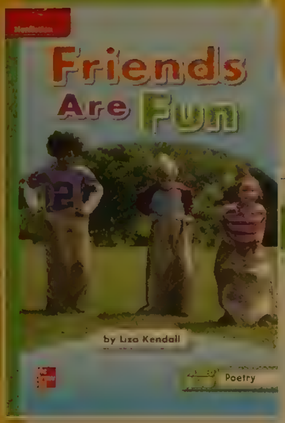
High-Frequency Words Use the **High-Frequency Word Cards** to review the high-frequency words. Use the routine on the cards.

ACT During Reading

- **Specific Vocabulary** Help children name elements in each photograph, now that there are no labels. Then review the following words that are new for this title. Model how to use the photographs to determine their meaning. Review any cognates. *ride* *small*
- **Connection of Ideas** Help children connect ideas from one page to the next. Point out that on each page children learn something new about friends. Have children use the photos to help them tell what new information they learned after reading each page.
- **Organization** Help children recognize how examples can help them to better understand the rest of the text. Guide children to see that on many pages one sentence describes what a friend is like or what a friend can do, and another gives an example. See pages 4, 5, 6, and 7. Read each page chorally. Ask questions about the fact and example on each. For example, for page 4 ask: *What can friends do?* (They can help.) *What is an example of how they can help?* (They help you ride a bike.)

After Reading

Ask children to complete the Respond to Reading on page 12 using the new information from the On Level text. After children finish the Paired Read, have them hold Literature Circles.



Leveled Reader

Advanced Level Trade Book

Beyond Level to Self-Selected Trade Book

Independent Reading

Level Up Lessons also available online

Before Reading

Together with children identify the particular focus of their reading based on the text they choose. Children who have chosen the same title can work together to closely read the selection.

Close Reading

Taking Notes Assign a graphic organizer for children to use to take notes as they read. Reinforce a specific comprehension focus from the unit by choosing one of the graphic organizers that best fits the book.

Examples:

Fiction	Informational Text
Key Details	Key Details
Details chart	Details chart

Ask and Answer Questions Remind children to ask questions as they read. Have them use sticky notes to mark the section they have a question about. As children meet, have them talk together about the section they read. Encourage them to work together to find the answers to their questions before moving on to the next section.

After Reading

Write About Text

Have children use their notes, graphic organizers, and the information they shared in their discussions to write a response to the reading.

Examples:

Fiction	Informational Text
What key details helped you best understand the story? Which details did you like the most?	What key details did you learn that you did not know before you read this book?

OBJECTIVES

CCSS With prompting and support, read prose and poetry/informational text appropriately complex for grade 1. **RL/RI.1.10**

SUMMATIVE ASSESSMENT

Unit Assessment

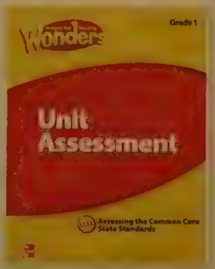
CCSS TESTED SKILLS

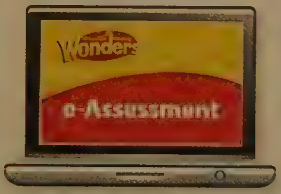
✓ COMPREHENSION:
- Key Details **RL/RI.1.1**
- Use Illustrations/ Photos **RL/RI.1.7**

✓ PHONEMIC AWARENESS:
- Phoneme Blending **RF.1.2b**
- Phoneme Segmentation **RF.1.2d**
- Phoneme Categorization **RF.1.2c**

✓ PHONICS/STRUCTURAL ANALYSIS/HIGH-FREQUENCY WORDS:
- Short Vowels: *a, i* **RF.1.3b**
- Initial Consonant Blends: *l-, r-, s-* **RF.1.3a, RF.1.3b**
- High-Frequency Words **RL.1.3g**

✓ ENGLISH LANGUAGE CONVENTIONS:
- Sentences **L.1.2b**
- Word Order **L.1.2b**
- Statements **L.1.2b**
- Questions and Exclamations **L.1.2**


Wonders
Grade 1
Unit Assessment
Assessing the Common Core State Standards


Wonders
e-Assessment

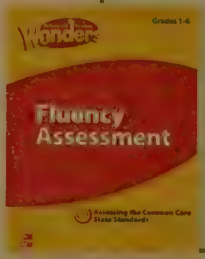
Assessment Includes

→ Pencil-and-paper administration

→ Online administration

Additional Assessment Options

FLUENCY


Wonders
Grades 1-6
Fluency Assessment
Assessing the Common Core State Standards

Assess fluency using the **Letter Naming Fluency (LNF)**, **Phoneme Segmentation Fluency (PSF)**, and **Sight Word Fluency (SWF)** assessments in ***Fluency Assessment.***

Wonders
Grades K-6
Running Records/ Benchmark Books

Running Records

Use the instructional reading level determined by the Running Record calculations for regrouping decisions.

Using Assessment Results

✓ TESTED SKILLS	If ...	Then ...
COMPREHENSION	Children answer 0–7 items correctly ...	... reteach tested skills using the ***Tier 2 Comprehension Intervention online PDFs.***
PHONEMIC AWARENESS	Children answer 0–3 items correctly ...	... reteach tested skills using the ***Tier 2 Phonemic Awareness online PDFs.***
PHONICS/ STRUCTURAL ANALYSIS/HFW	Children answer 0–8 items correctly ...	... reteach tested skills using the ***Tier 2 Phonics/Word Study online PDFs.***
ENGLISH LANGUAGE CONVENTIONS	Children answer 0–4 items correctly ...	... reteach necessary skills using the ***online Grammar Reproducibles.***
WRITING	Children score less than the benchmark score on the constructed responses ...	... reteach necessary skills using the Write About Reading lessons in the ***Tier 2 Comprehension Intervention online PDFs.***
FLUENCY	Children name 0–33 letters correctly in LNF OR have 0–22 phonemes correct in PSF OR have an accuracy rate less than 50% in SWF ...	... reteach tested skills using the ***Tier 2 Phonemic Awareness Intervention online PDFs*** and/or the ***Tier 2 Phonics/Word Study Intervention online PDFs.***

Response to Intervention

Use children's assessment results to assist you in identifying children who will benefit from focused intervention.

Use the appropriate sections of the ***Placement and Diagnostic Assessment*** to designate children requiring:

TIER 2 **Intervention Online PDFs**

TIER 3 **WonderWorks Intervention Program**

Reevaluate Student Grouping

View the ***McGraw-Hill Reading Wonders e-Assessment*** Class Achievement Reports available for this Unit Assessment. Note children who are below the overall proficiency level for the assessment, and use the reports to assign small group intervention for children with similar needs.

Model Lesson

Reading Complex Text

Your Own Texts

Program Information

Scope and Sequence

Index

CCSS **Correlations**

Model Lesson

Reading Complex Text

Your Own Texts **T412**

Program Information

Scope and Sequence. **BM1**
Index **BM10**
CCSS Correlations **CCSS1**

Go Digital

For Additional Resources

Theme Bibliography
Literature and Informational Text Charts
Word Lists
Core Reading

www.connected.mcgraw-hill.com

Model Lesson

READING Complex Text

Close Reading Routine

Read the Text *What does the author tell us?*

Select the Text

Depending on the needs of individual children, choose a book to:

- read aloud with children.
- have children read alone.

Model Note-Taking

Invite children to generate questions about aspects of the text that might be confusing for them. Model simple note-taking on the board or on chart paper. Encourage children to note:

- difficult vocabulary words or phrases.
- details that are not clear.
- information that they do not understand.

Together, complete a graphic organizer with important information from the text.

Reread the Text *What does the text mean?*

Ask Text-Dependent Questions/Generate Questions

Reread the text with children and discuss shorter passages from the text. As a group:

- generate questions about the text.
- answer questions using text evidence.

Write About the Text *Think about what the author wrote.*

Have children draw a picture and write a short response to the text. Based on their ability, children may respond to the text by labeling their picture, writing a short caption, or writing a sentence that uses evidence from the text to support their ideas.

Use Your Own Text

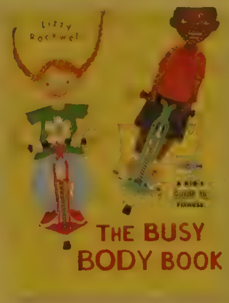
Classroom Library lessons available online.

Read-Aloud Books

Raising Dragons

Genre Fiction

Lexile 670



The Busy Body Book

Genre Nonfiction

Lexile 680

Read-Alone Books

A Splendid Friend, Indeed

Genre Fiction

Lexile BR

Go, Go, Go! Kids on the Move

Genre Nonfiction

Lexile BR

or

Choose from your own **Trade Books**

Teacher's Choice

Use this model with a text of your choice. Go online for title specific classroom library book lessons.

Select a Read-Aloud selection or a Read-Alone selection.
Select a text that provides an opportunity to model application of the comprehension skills and strategies taught during the Unit.

Present an Essential Question. You may want to use the Unit Big Idea: *What makes you special?*

BR = Epitome of a beginning reader

Using the Classroom Library

Selecting a Book For each unit, the classroom library includes two Read-Aloud titles for you to read to your class and two Read-Alone titles for independent reading. There is a mix of fiction and informational nonfiction.

Reading Together Use the Read-Aloud titles to model close reading. Model taking notes, and prompt children to ask and answer text-dependent questions and to participate in writing about the text. You may choose to read the selection in multiple readings.

Independent Reading If children are ready to engage in close reading independently, select and assign a Read-Alone title. Guide children to take notes, ask and answer text-dependent questions, and write about the text.

READING Complex Text

Use Your Own Text

Read the Text *What does the author tell us?*

Read Together

Read the text aloud. You may also invite more advanced readers to select a book to read alone and respond to independently.

Take Notes

As you read, model asking and answering text-dependent questions and taking simple notes on difficult parts of the text. Model taking notes on:

- → details or parts of the text that are unclear.
- → unfamiliar words.
- → important information.
- → connections between information or events
- → the genre of the text.

Model how to use a graphic organizer, chosen from within the unit, to take notes on important details from the text. Together with children, use the information from the graphic organizer to retell the selection.

Teacher Think Aloud As I read, I ask myself questions about the text, such as, "Who is this character?" "Why did he or she do that?" "What does this mean?" and "Why is this important?" I can use the text and illustrations to find many of the answers to my questions . I can also take notes about things I don't understand and about important information in the text. Asking questions and taking notes helps me to understand a text better by making me think more carefully about what I'm reading.

Help children access the complex text features of the text. Scaffold instruction on the following features as necessary:

- → Prior Knowledge
- → Genre
- → Organization
- → Connection of Ideas
- → Purpose
- → Specific Vocabulary
- → Sentence Structure

Reread the Text *How does the author tell us?*

Ask Text-Dependent Questions/Generate Questions

Reread shorter passages of the text with children, focusing on how the author provides information or develops the characters, setting, and plot. Based on the selection you are reading, focus on key elements such as the following:

Literature Selections

Character, Setting, and Events
Word Choice
Genre
Theme

Informational Text

Key Details
Main Topic
Text Structure
Text Features
Genre

Invite children to share questions they have about the text. As each child shares a question, return to the text together and model how to find text evidence to answer the question. Model how to:

- point out the exact place within the text you found the evidence.
- reread and paraphrase the section of the text that supports the answer.
- discuss how well the evidence answers the question.
- identify when an answer to a question cannot be found in the text.

Write About the Text *Think about what the author wrote.*

Essential Question

Have children respond to the Essential Question as it relates to the text by drawing a picture and labeling it, writing a caption, or writing a complete sentence. Children can work with a partner and use their notes and graphic organizer to locate evidence from the text that can be used to answer the question.

McGraw-Hill Reading Wonders SCOPE & SEQUENCE

	K	1	2	3	4	5	6
READING PROCESS							
Concepts About Print/Print Awareness							
Recognize own name							
Understand directionality (top to bottom; tracking print from left to right; return sweep, page by page)	✓						
Locate printed word on page	✓						
Develop print awareness (concept of letter, word, sentence)	✓						
Identify separate sounds in a spoken sentence	✓						
Understand that written words are represented in written language by a specific sequence of letters	✓						
Distinguish between letters, words, and sentences	✓						
Identify and distinguish paragraphs							
Match print to speech (one-to-one correspondence)	✓						
Name uppercase and lowercase letters	✓						
Understand book handling (holding a book right-side-up, turning its pages)	✓						
Identify parts of a book (front cover, back cover, title page, table of contents); recognize that parts of a book contain information	✓						
Phonological Awareness							
Recognize and understand alliteration							
Segment sentences into correct number of words							
Identify, blend, segment syllables in words		✓					
Recognize and generate rhyming words	✓	✓					
Identify, blend, segment onset and rime	✓	✓					
Phonemic Awareness							
Count phonemes	✓	✓					
Isolate initial, medial, and final sounds	✓	✓					
Blend spoken phonemes to form words	✓	✓					
Segment spoken words into phonemes	✓	✓					
Distinguish between long- and short-vowel sounds	✓	✓					
Manipulate phonemes (addition, deletion, substitution)	✓	✓					
Phonics and Decoding/Word Recognition							
Understand the alphabetic principle	✓	✓					
Sound/letter correspondence	✓	✓	✓	✓			
Blend sounds into words, including VC, CVC, CVCe, CVVC words	✓	✓	✓	✓			
Blend common word families	✓	✓	✓	✓			

KEY ✓ = Assessed Skill
Tinted panels show skills, strategies, and other teaching opportunities.

	K	1	2	3	4	5	6
Initial consonant blends		✓	✓	✓			
Final consonant blends		✓	✓	✓			
Initial and medial short vowels	✓	✓	✓	✓	✓	✓	✓
Decode one-syllable words in isolation and in context	✓	✓	✓	✓			
Decode multisyllabic words in isolation and in context using common syllabication patterns		✓	✓	✓	✓	✓	✓
Distinguish between similarly spelled words	✓	✓	✓	✓	✓	✓	✓
Monitor accuracy of decoding							
Identify and read common high-frequency words, irregularly spelled words	✓	✓	✓	✓			
Identify and read compound words, contractions		✓	✓	✓	✓	✓	✓
Use knowledge of spelling patterns to identify syllables		✓	✓	✓	✓	✓	✓
Regular and irregular plurals	✓	✓	✓	✓	✓	✓	✓
Long vowels (silent *e*, vowel teams)	✓	✓	✓	✓	✓	✓	✓
Vowel digraphs (variant vowels)		✓	✓	✓	✓	✓	✓
r-Controlled vowels		✓	✓	✓	✓	✓	✓
Hard/soft consonants		✓	✓	✓	✓	✓	✓
Initial consonant digraphs		✓	✓	✓	✓	✓	
Medial and final consonant digraphs		✓	✓	✓	✓	✓	
Vowel diphthongs		✓	✓	✓	✓	✓	✓
Identify and distinguish letter-sounds (initial, medial, final)	✓	✓	✓				
Silent letters		✓	✓	✓	✓	✓	✓
Schwa words				✓	✓	✓	✓
Inflectional endings		✓	✓	✓	✓	✓	✓
Triple-consonant clusters		✓	✓	✓	✓	✓	
Unfamiliar and complex word families				✓	✓	✓	✓
Structural Analysis/Word Analysis							
Common spelling patterns (word families)		✓	✓	✓	✓	✓	✓
Common syllable patterns		✓	✓	✓	✓	✓	✓
Inflectional endings		✓	✓	✓	✓	✓	✓
Contractions		✓	✓	✓	✓	✓	✓
Compound words		✓	✓	✓	✓	✓	✓
Prefixes and suffixes		✓	✓	✓	✓	✓	✓
Root or base words			✓	✓	✓	✓	✓
Comparatives and superlatives			✓	✓	✓	✓	✓
Greek and Latin roots			✓	✓	✓	✓	✓
Fluency							
Apply letter/sound knowledge to decode phonetically regular words accurately	✓	✓	✓	✓	✓	✓	✓
Recognize high-frequency and familiar words	✓	✓	✓	✓	✓	✓	✓
Read regularly on independent and instructional levels							
Read orally with fluency from familiar texts (choral, echo, partner, Reader's Theater)							
Use appropriate rate, expression, intonation, and phrasing		✓	✓	✓	✓	✓	✓
Read with automaticity (accurately and effortlessly)		✓	✓	✓	✓	✓	✓
Use punctuation cues in reading		✓	✓	✓	✓	✓	✓

	K	1	2	3	4	5	6
Adjust reading rate to purpose, text difficulty, form, and style							
Repeated readings							
Timed readings		✓	✓	✓	✓	✓	✓
Read with purpose and understanding		✓	✓	✓	✓	✓	✓
Read orally with accuracy		✓	✓	✓	✓	✓	✓
Use context to confirm or self-correct word recognition		✓	✓	✓	✓	✓	✓
READING LITERATURE							
Comprehension Strategies and Skills							
Read literature from a broad range of genres, cultures, and periods		✓	✓	✓	✓	✓	✓
Access complex text		✓	✓	✓	✓	✓	✓
Build background							
Preview and predict							
Establish and adjust purpose for reading							
Evaluate citing evidence from the text							
Ask and answer questions	✓	✓	✓	✓	✓	✓	✓
Inferences and conclusions, citing evidence from the text	✓	✓	✓	✓	✓	✓	✓
Monitor/adjust comprehension including reread, reading rate, paraphrase							
Recount/Retell	✓	✓					
Summarize			✓	✓	✓	✓	✓
Story structure (beginning, middle, end)	✓	✓	✓	✓	✓	✓	✓
Visualize							
Make connections between and across texts		✓	✓	✓	✓	✓	✓
Point of view		✓	✓	✓	✓	✓	✓
Author's purpose							
Cause and effect	✓	✓	✓	✓	✓	✓	✓
Compare and contrast (including character, setting, plot, topics)	✓	✓	✓	✓	✓	✓	✓
Classify and categorize		✓	✓				
Literature vs informational text	✓	✓	✓				
Illustrations, using	✓	✓	✓	✓			
Theme, central message, moral, lesson		✓	✓	✓	✓	✓	✓
Predictions, making/confirming	✓	✓	✓				
Problem and solution (problem/resolution)		✓	✓	✓	✓	✓	✓
Sequence of events	✓	✓	✓	✓	✓	✓	✓
Literary Elements							
Character	✓	✓	✓	✓	✓	✓	✓
Plot development/Events	✓	✓	✓	✓	✓	✓	✓
Setting	✓	✓	✓	✓	✓	✓	✓
Stanza				✓	✓	✓	✓
Alliteration						✓	✓
Assonance						✓	✓
Dialogue							
Foreshadowing						✓	✓

KEY
✓ = Assessed Skill
Tinted panels show skills, strategies, and other teaching opportunities.

	K	1	2	3	4	5	6
Flashback						✓	✓
Descriptive and figurative language		✓	✓	✓	✓	✓	✓
Imagery					✓	✓	✓
Meter					✓	✓	✓
Onomatopoeia							
Repetition		✓	✓	✓	✓	✓	✓
Rhyme/rhyme schemes		✓	✓	✓	✓	✓	✓
Rhythm		✓	✓				
Sensory language							
Symbolism							
Write About Reading/Literary Response Discussions							
Reflect and respond to text citing text evidence		✓	✓	✓	✓	✓	✓
Connect and compare text characters, events, ideas to self, to other texts, to world							
Connect literary texts to other curriculum areas							
Identify cultural and historical elements of text							
Evaluate author's techniques, craft							
Analytical writing							
Interpret text ideas through writing, discussion, media, research							
Book report or review							
Locate, use, explain information from text features		✓	✓	✓	✓	✓	✓
Organize information to show understanding of main idea through charts, mapping							
Cite text evidence	✓	✓	✓	✓	✓	✓	✓
Author's purpose/ Illustrator's purpose							
READING INFORMATIONAL TEXT							
Comprehension Strategies and Skills							
Read informational text from a broad range of topics and cultures	✓	✓	✓	✓	✓	✓	✓
Access complex text		✓	✓	✓	✓	✓	✓
Build background							
Preview and predict	✓	✓	✓				
Establish and adjust purpose for reading							
Evaluate citing evidence from the text							
Ask and answer questions	✓	✓	✓	✓	✓	✓	✓
Inferences and conclusions, citing evidence from the text	✓	✓	✓	✓	✓	✓	✓
Monitor and adjust comprehension including reread, adjust reading rate, paraphrase							
Recount/Retell	✓	✓					
Summarize			✓	✓	✓	✓	✓
Text structure	✓	✓	✓	✓	✓	✓	✓
Identify text features		✓	✓	✓	✓	✓	✓
Make connections between and across texts	✓	✓	✓	✓	✓	✓	✓
Author's point of view				✓	✓	✓	✓
Author's purpose		✓	✓				
Cause and effect	✓	✓	✓	✓	✓	✓	✓

	K	1	2	3	4	5	6
Compare and contrast	✔	✔	✔	✔	✔	✔	✔
Classify and categorize		✔	✔				
Illustrations and photographs, using	✔	✔	✔	✔			
Instructions/directions (written and oral)		✔	✔	✔	✔	✔	✔
Main idea and key details	✔	✔	✔	✔	✔	✔	✔
Persuasion, reasons and evidence to support points/persuasive techniques						✔	✔
Predictions, making/confirming	✔	✔					
Problem and solution		✔	✔	✔	✔	✔	✔
Sequence, chronological order of events, time order, steps in a process	✔	✔	✔	✔	✔	✔	✔
Writing About Reading/Expository Critique Discussions							
Reflect and respond to text citing text evidence		✔	✔	✔	✔	✔	✔
Connect and compare text characters, events, ideas to self, to other texts, to world							
Connect texts to other curriculum areas							
Identify cultural and historical elements of text							
Evaluate author's techniques, craft							
Analytical writing							
Read to understand and perform tasks and activities							
Interpret text ideas through writing, discussion, media, research							
Locate, use, explain information from text features		✔	✔	✔	✔	✔	✔
Organize information to show understanding of main idea through charts, mapping							
Cite text evidence		✔	✔	✔	✔	✔	✔
Author's purpose/Illustrator's purpose							
Text Features							
Recognize and identify text and organizational features of nonfiction texts		✔	✔	✔	✔	✔	✔
Captions and labels, headings, subheadings, endnotes, key words, bold print	✔	✔	✔	✔	✔	✔	✔
Graphics, including photographs, illustrations, maps, charts, diagrams, graphs, time lines	✔	✔	✔	✔	✔	✔	✔
Self-Selected Reading/Independent Reading							
Use personal criteria to choose own reading including favorite authors, genres, recommendations from others; set up a reading log							
Read a range of literature and informational text for tasks as well as for enjoyment; participate in literature circles							
Produce evidence of reading by retelling, summarizing, or paraphrasing							
Media Literacy							
Summarize the message or content from media message, citing text evidence							
Use graphics, illustrations to analyze and interpret information	✔	✔	✔	✔	✔	✔	✔
Identify structural features of popular media and use the features to obtain information, including digital sources				✔	✔	✔	✔
Identify reasons and evidence in visuals and media message							
Analyze media source: recognize effects of media in one's mood and emotion							
Make informed judgments about print and digital media							
Critique persuasive techniques							

KEY
✔ = Assessed Skill
Tinted panels show skills, strategies, and other teaching opportunities.

WRITING	K	1	2	3	4	5	6
Writing Process							
Plan/prewrite							
Draft							
Revise							
Edit/proofread							
Publish and present including using technology							
Teacher and peer feedback							
Writing Traits							
Conventions		✓	✓	✓	✓	✓	✓
Ideas		✓	✓	✓	✓	✓	✓
Organization		✓	✓	✓	✓	✓	✓
Sentence fluency		✓	✓	✓	✓	✓	✓
Voice		✓	✓	✓	✓	✓	✓
Word choice		✓	✓	✓	✓	✓	✓
Writer's Craft							
Good topic, focus on and develop topic, topic sentence			✓	✓	✓	✓	✓
Paragraph(s); sentence structure			✓	✓	✓	✓	✓
Main idea and supporting key details			✓	✓	✓	✓	✓
Unimportant details							
Relevant supporting evidence			✓	✓	✓	✓	✓
Strong opening, strong conclusion			✓	✓	✓	✓	✓
Beginning, middle, end; sequence		✓	✓	✓	✓	✓	✓
Precise words, strong words, vary words			✓	✓	✓	✓	✓
Figurative and sensory language, descriptive details							
Informal/formal language							
Mood/style/tone							
Dialogue				✓	✓	✓	✓
Transition words, transitions to multiple paragraphs				✓	✓	✓	✓
Select focus and organization			✓	✓	✓	✓	✓
Points and counterpoints/Opposing claims and counterarguments							
Use reference materials (online and print dictionary, thesaurus, encyclopedia)							
Writing Applications							
Writing about text	✓	✓	✓	✓	✓	✓	✓
Personal and fictional narrative (also biographical and autobiographical)	✓	✓	✓	✓	✓	✓	✓
Variety of expressive forms including poetry	✓	✓	✓	✓	✓	✓	✓
Informative/explanatory texts	✓	✓	✓	✓	✓	✓	✓
Description	✓	✓	✓	✓			
Procedural texts		✓	✓	✓	✓	✓	✓
Opinion pieces or arguments	✓	✓	✓	✓	✓	✓	✓
Communications including technical documents		✓	✓	✓	✓	✓	✓
Research report	✓	✓	✓	✓	✓	✓	✓
Responses to literature/reflection				✓	✓	✓	✓

	K	1	2	3	4	5	6
Analytical writing	▨	▨	▨	▨	▨	▨	▨
Letters	▨	✓	✓	✓	✓	✓	✓
Write daily and over short and extended time frames; set up writer's notebooks	▨	▨	▨	▨	▨	▨	▨
Penmanship/Handwriting							
Write legibly in manuscript using correct formation, directionality, and spacing	▨	▨	▨	▨	▨	▨	▨
Write legibly in cursive using correct formation, directionality, and spacing			▨	▨	▨	▨	▨
SPEAKING AND LISTENING							
Speaking							
Use repetition, rhyme, and rhythm in oral texts	▨	▨	▨	▨	▨	▨	▨
Participate in classroom activities and discussions	▨	▨	▨	▨	▨	▨	▨
Collaborative conversation with peers and adults in small and large groups using formal English when appropriate	▨	▨	▨	▨	▨	▨	▨
Differentiate between formal and informal English	▨	▨	▨	▨	▨	▨	▨
Follow agreed upon rules for discussion	▨	▨	▨	▨	▨	▨	▨
Build on others' talk in conversation, adding new ideas	▨	▨	▨	▨	▨	▨	▨
Come to discussion prepared	▨	▨	▨	▨	▨	▨	▨
Describe familiar people, places, and things and add drawings as desired	▨	▨	▨	▨	▨	▨	▨
Paraphrase portions of text read alone or information presented	▨	▨	▨	▨	▨	▨	▨
Apply comprehension strategies and skills in speaking activities	▨	▨	▨	▨	▨	▨	▨
Use literal and nonliteral meanings	▨	▨	▨	▨	▨	▨	▨
Ask and answer questions about text read aloud and about media	▨	▨	▨	▨	▨	▨	▨
Stay on topic when speaking	▨	▨	▨	▨	▨	▨	▨
Use language appropriate to situation, purpose, and audience	▨	▨	▨	▨	▨	▨	▨
Use nonverbal communications such as eye contact, gestures, and props	▨	▨	▨	▨	▨	▨	▨
Use verbal communication in effective ways and improve expression in conventional language	▨	▨	▨	▨	▨	▨	▨
Retell a story, presentation, or spoken message by summarizing	▨	▨	▨	▨	▨	▨	▨
Oral presentations: focus, organizational structure, audience, purpose	▨	▨	▨	▨	▨	▨	▨
Give and follow directions	▨	▨	▨	▨	▨	▨	▨
Consider audience when speaking or preparing a presentation	▨	▨	▨	▨	▨	▨	▨
Recite poems, rhymes, songs	▨	▨	▨	▨	▨	▨	▨
Use complete, coherent sentences	▨	▨	▨	▨	▨	▨	▨
Organize presentations	▨	▨	▨	▨	▨	▨	▨
Deliver presentations (narrative, summaries, research, persuasive); add visuals	▨	▨	▨	▨	▨	▨	▨
Speak audibly (accuracy, expression, volume, pitch, rate, phrasing, modulation, enunciation)	▨	▨	▨	▨	▨	▨	▨
Create audio recordings of poems, stories, presentations	▨	▨	▨	▨	▨	▨	▨
Listening							
Identify musical elements in language	▨	▨	▨	▨	▨	▨	▨
Determine the purpose for listening	▨	▨	▨	▨	▨	▨	▨
Understand, follow, restate, and give oral directions	▨	▨	▨	▨	▨	▨	▨
Develop oral language and concepts	▨	▨	▨	▨	▨	▨	▨
Listen openly, responsively, attentively, and critically	▨	▨	▨	▨	▨	▨	▨

KEY ✓ = Assessed Skill
Tinted panels show skills, strategies, and other teaching opportunities.

	K	1	2	3	4	5	6
Listen to identify the points a speaker makes							
Listen responsively to oral presentations (determine main idea and key details)							
Ask and answer relevant questions (for clarification to follow up on ideas)							
Identify reasons and evidence presented by speaker							
Recall and interpret speakers' verbal/nonverbal messages, purposes, perspectives							
LANGUAGE							
Vocabulary Acquisition and Use							
Develop oral vocabulary and choose words for effect							
Use academic language		✓	✓	✓	✓	✓	✓
Identify persons, places, things, actions		✓	✓	✓			
Classify, sort, and categorize words	✓	✓	✓	✓	✓	✓	✓
Determine or clarify the meaning of unknown words; use word walls		✓	✓	✓	✓	✓	✓
Synonyms, antonyms, and opposites		✓	✓	✓	✓	✓	✓
Use context clues such as word, sentence, paragraph, definition, example, restatement, description, comparison, cause and effect		✓	✓	✓	✓	✓	✓
Use word identification strategies		✓	✓	✓	✓	✓	✓
Unfamiliar words		✓	✓	✓	✓	✓	✓
Multiple-meaning words		✓	✓	✓	✓	✓	✓
Use print and online dictionary to locate meanings, pronunciation, derivatives, parts of speech		✓	✓	✓	✓	✓	✓
Compound words		✓	✓	✓	✓	✓	✓
Words ending in *-er* and *-est*		✓	✓	✓	✓	✓	
Root words (base words)		✓	✓	✓	✓	✓	✓
Prefixes and suffixes		✓	✓	✓	✓	✓	✓
Greek and Latin affixes and roots			✓	✓	✓	✓	✓
Denotation and connotation					✓	✓	✓
Word families		✓	✓	✓	✓	✓	✓
Inflectional endings		✓	✓	✓	✓	✓	✓
Use a print and online thesaurus			✓	✓	✓	✓	✓
Use print and online reference sources for word meaning (dictionary, glossaries)		✓	✓	✓	✓	✓	✓
Homographs				✓	✓	✓	✓
Homophones			✓	✓	✓	✓	✓
Contractions		✓	✓	✓			
Figurative language such as metaphors, similes, personification			✓	✓	✓	✓	✓
Idioms, adages, proverbs, literal and nonliteral language			✓	✓	✓	✓	✓
Analogies							
Listen to, read, discuss familiar and unfamiliar challenging text							
Identify real-life connections between words and their use							
Use acquired words and phrases to convey precise ideas							
Use vocabulary to express spatial and temporal relationships							
Identify shades of meaning in related words	✓	✓	✓	✓	✓	✓	✓
Word origins				✓	✓	✓	✓
Morphology				✓	✓	✓	✓

	K	1	2	3	4	5	6
Knowledge of Language							
Choose words, phrases, and sentences for effect							
Choose punctuation effectively							
Formal and informal language for style and tone including dialects							
Conventions of Standard English/Grammar, Mechanics, and Usage							
Sentence concepts: statements, questions, exclamations, commands		✓	✓	✓	✓	✓	✓
Complete and incomplete sentences; sentence fragments; word order		✓	✓	✓	✓	✓	✓
Compound sentences, complex sentences				✓	✓	✓	✓
Combining sentences		✓	✓	✓	✓	✓	✓
Nouns including common, proper, singular, plural, irregular plurals, possessives, abstract, concrete, collective		✓	✓	✓	✓	✓	✓
Verbs including action, helping, linking, irregular		✓	✓	✓	✓	✓	✓
Verb tenses including past, present, future, perfect, and progressive		✓	✓	✓	✓	✓	✓
Pronouns including possessive, subject and object, pronoun-verb agreement, indefinite, intensive, reciprocal; correct unclear pronouns		✓	✓	✓	✓	✓	✓
Adjectives including articles, demonstrative, proper, adjectives that compare		✓	✓	✓	✓	✓	✓
Adverbs including telling how, when, where, comparative, superlative, irregular		✓	✓	✓	✓	✓	✓
Subject, predicate; subject-verb agreement		✓	✓	✓	✓	✓	✓
Contractions		✓	✓	✓	✓	✓	✓
Conjunctions				✓	✓	✓	✓
Commas			✓	✓	✓	✓	✓
Colons, semicolons, dashes, hyphens						✓	✓
Question words							
Quotation marks			✓	✓	✓	✓	✓
Prepositions and prepositional phrases, appositives		✓	✓	✓	✓	✓	✓
Independent and dependent clauses						✓	✓
Italics/underlining for emphasis and titles							
Negatives, correcting double negatives					✓	✓	✓
Abbreviations			✓	✓	✓	✓	✓
Use correct capitalization in sentences, proper nouns, titles, abbreviations		✓	✓	✓	✓	✓	✓
Use correct punctuation		✓	✓	✓	✓	✓	✓
Antecedents				✓	✓	✓	✓
Homophones and words often confused			✓	✓	✓	✓	✓
Apostrophes				✓	✓	✓	✓
Spelling							
Write irregular, high-frequency words	✓	✓	✓				
ABC order	✓	✓					
Write letters	✓	✓					
Words with short vowels	✓	✓	✓	✓	✓	✓	✓
Words with long vowels	✓	✓	✓	✓	✓	✓	✓
Words with digraphs, blends, consonant clusters, double consonants		✓	✓	✓	✓	✓	✓
Words with vowel digraphs and ambiguous vowels		✓	✓	✓	✓	✓	✓
Words with diphthongs		✓	✓	✓	✓	✓	✓

KEY ✓ = Assessed Skill
Tinted panels show skills, strategies, and other teaching opportunities.

	K	1	2	3	4	5	6
Words with *r*-controlled vowels		✓	✓	✓	✓	✓	✓
Use conventional spelling		✓	✓	✓	✓	✓	✓
Schwa words				✓	✓	✓	✓
Words with silent letters			✓	✓	✓	✓	✓
Words with hard and soft letters			✓	✓	✓	✓	✓
Inflectional endings including plural, past tense, drop final *e* and double consonant when adding *-ed* and *-ing*, changing *y* to *i*		✓	✓	✓	✓	✓	✓
Compound words		✓	✓	✓	✓	✓	✓
Homonyms/homophones			✓	✓	✓	✓	✓
Prefixes and suffixes		✓	✓	✓	✓	✓	✓
Root and base words (also spell derivatives)				✓	✓	✓	✓
Syllables: patterns, rules, accented, stressed, closed, open				✓	✓	✓	✓
Words with Greek and Latin roots						✓	✓
Words from mythology						✓	✓
Words with spelling patterns, word families		✓	✓	✓	✓	✓	✓

RESEARCH AND INQUIRY

Study Skills

	K	1	2	3	4	5	6
Directions: read, write, give, follow (includes technical directions)			✓	✓	✓	✓	✓
Evaluate directions for sequence and completeness				✓	✓	✓	✓
Use library/media center							
Use parts of a book to locate information							
Interpret information from graphic aids		✓	✓	✓	✓	✓	✓
Use graphic organizers to organize information and comprehend text		✓	✓	✓	✓	✓	✓
Use functional, everyday documents				✓	✓	✓	✓
Apply study strategies: skimming and scanning, note-taking, outlining							

Research Process

	K	1	2	3	4	5	6
Generate and revise topics and questions for research				✓	✓	✓	✓
Narrow focus of research, set research goals				✓	✓	✓	✓
Find and locate information using print and digital resources		✓	✓	✓	✓	✓	✓
Record information systematically (note-taking, outlining, using technology)				✓	✓	✓	✓
Develop a systematic research plan				✓	✓	✓	✓
Evaluate reliability, credibility, usefulness of sources and information						✓	✓
Use primary sources to obtain information					✓	✓	✓
Organize, synthesize, evaluate, and draw conclusions from information							
Cite and list sources of information (record basic bibliographic data)					✓	✓	✓
Demonstrate basic keyboarding skills							
Participate in and present shared research							

Technology

	K	1	2	3	4	5	6
Use computer, Internet, and other technology resources to access information							
Use text and organizational features of electronic resources such as search engines, keywords, e-mail, hyperlinks, URLs, Web pages, databases, graphics							
Use digital tools to present and publish in a variety of media formats							

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  - /p/*p*, **1:** S18–S19
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  - long *e* (*y, ey*), **4:** T324–T325, T334–T335, T344–T345, T352, T360, T368–T369, T376
  - long *i* (*i, y, igh, ie*), **4:** T246–T247, T256–T257, T266–T267, T274, T282, T290–T291, T298
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  - /är/*ar,* **5:** T12–T13, T22–T23, T32–T33, T40, T48, T56–T57, T62
  - /ôr/*or, ore, oar,* **5:** T168–T169, T178–T179, T188–T189, T196, T204, T212–T213, T220
  - /ûr/*er, ir, ur, or,* **5:** T90–T91, T100–T101, T110–T111, T118, T126, T134–T135, T142
- letter-sound correspondences, short vowels (single letters)
  - short *a*, **1:** S12–S13, T12–T13, T22–T23, T32–T33, T40, T48, T56–T57, T62
  - short *e*, **1:** S54, **2:** T12–T13, T22–T23, T32–T33, T40, T48, T56–T57, T64
  - short *i*, **1:** S30–S31, T90–T91, T100–T101, T110–T111, T118, T126, T134–T135, T142
  - short *o*, **1:** S42–S43, T246–T247, T256–T257, T266–T267, T274, T282, T290–T291, T298
  - short *u*, **1:** S72–S73, **2:** T90–T91, T100–T101, T110–T111, T118, T126, T134–T135, T142
- letter-sound correspondences, vowel digraphs
  - /ā/*ay, ai, a,* **4:** T12–T13, T22–T23, T32–T33, T40, T48, T56–T57, T62
  - /e/*ea* (as in *bread*), **2:** T12–T13, T22–T23, T32–T33, T40, T48, T56–T57, T62
  - /ē/*ea* (as in *eat*), **4:** T90–T91, T100–T101, T110–T111, T118, T126, T134–T135, T142
  - /ē/*ee,* **4:** T90–T91, T100–T101, T110–T111, T118, T126, T134–T135, T142
  - /ē/*ie* (as in *chief*), **4:** T90–T91, T100–T101, T110–T111, T118, T126, T134–T135, T142
  - /ī/*ie* (as in *pie*), **4:** T246–T247, T256–T257, T266–T267, T274, T282, T290–T291, T298
  - /ī/*igh,* **4:** T246–T247, T256–T257, T266–T267, T274, T282, T290–T291, T298
  - /ô/*a, au, aw, augh, al,* **6:** T90–T91, T100–T101, T110–T111, T118, T126, T134–T135, T142
  - /ō/*o, oa, oe, ow,* **4:** T168–T169, T178–T179, T188–T189, T196, T204, T212–T213, T220
  - /ü/*oo, ou, u_e, ue, ew, ow* (as in *soon*), **6:** T12–T13, T22–T23, T32–T33, T40, T48, T56–T57, T64
  - /u̇/*oo* (as in *foot*), **3:** T324–T325, T334–T335, T344–T345, T352, T360, T368–T369, T376
- letter-sound correspondences, vowel diphthongs
  - *oy*, oi, **5:** T324–T325, T334–T335, T344–T345, T352, T360, T368–T369, T376
  - ou, *ow*, **5:** T246–T247, T256–T257, T266–T267, T274, T282, T290–T291, T298
  - silent letters (*wr, kn, gn*), **6:** T168–T169, T178–T179, T188–T189, T196, T204, T212–T213, T220
- structural analysis
  - abbreviations, **5:** T179, T189, T196, T204, T214
  - alphabetical order, **1:** T257, T267, T275, T283, T292, **4:** T23, T33, T40, T48, T58
  - comparative inflectional endings *-er, -est,* **5:** T282, T292
  - compound words, **4:** T335, T345, T352, T360, T370, **6:** T179, T189, T191D, T196, T204, T214, T269I
  - contractions
    - with *not*, **3:** T23, T33, T41, T49, T58
    - with*'s*, **2:** T101, T111, T119, T127, T136

  - double final consonants, words with, 1: T101, T111, T119, T127, T136
  - inflectional ending *-ed*, 2: T23, T33, T41, T49, T58, 3: T179, T189, T196, T204, T214, 4: T257, T267, T274, T282
  - inflectional ending *-er*, 5: T101, T111, T118, T126, T136
  - inflectional ending *-es*, 1: T23, T33, T41, T49, T58, 4: T257, T267, T274, T282
  - inflectional endings *-ing* and *-ed*, 2: T179, T189, T197, T205, T214, 3: T179, T189, T196, T204, T214, 4: T259, T269, T272, T282, T292, 5: T113C, 6: T282
  - plural nouns, 1: T179, T189, T196, T204, T214, 3: T101, T111, T118, T126, T136
    - irregular, 5: T23, T33, T40, T48, T58
    - possessives, 1: T335, T345, T353, T360, T370
  - prefixes, 4: T101, T111, T118, T126, T136, T302
  - suffixes, 3: T380, 5: T146, T269K, 6: T23, T33, T40, T48, T58
  - syllabication patterns
    - closed syllables, 2: T259, T269, T272, T282, T292
    - final stable syllables, 5: T352, T360, T370
    - open syllables, 4: T179, T189, T196, T204, T214
    - *r*-controlled vowel syllables, 6: T335, T345, T352, T360, T370
    - vowel-consonant-silent *e* syllables, 3: T259, T269, T272, T282, T292
    - vowel team syllables, 6: T101, T111, T118, T126, T136

Phonological Awareness
  - alliteration, 1: T90, T118, T132, T133, 3: T90, T133
  - blend phonemes, 1: S17, S35, S53, S65, S71, T32, T48, T55, T110, T126, T132, T178, T204, T210, T282, T360, T367, 2: T12, T32, T48, T54, T55, T110, T126, T133, T178, T204, T210, T266, T282, T289, T344, T360, T366, 3: T48, T126, T132, T188, T204, T211, T282, T289, T334, T360, T366, 4: T32, T48, T55, T126, T132, T178, T204, T210, T344, T366, 5: T32, T48, T55, T110, T126, T132, T188, T204, T266, T282, T288, T324, T352, T360, T366, T367, 6: T110, T132, T266, T282, T288, T334, T366
  - generate rhyme, 1: T274, T288, 2: T90, T132, 3: T168, T210, 4: T12, T40, T54, T110, T133, 5: T90, T132, 6: T32, T54
  - identify rhyming words, 1: S29, S59, S89, T12, T54, T274, T288, 2: T90, T132, 3: T168, T210, 4: T12, T40, T54, T110, T133, 5: T90, T132, 6: T32, T54
  - isolate initial, medial, and final sounds, 1: S11, S41, T22, T40, T54, 2: T22, T40, T54, T55, T246, T288, 3: T256, T274, T288, 5: T256, T274, T288, T289
  - segment words into phonemes, 1: S77, S83, T48, T55, T126, T133, T204, T211, T256, T282, T289, T334, T360, T366, 2: T48, T126, T133, T204, T211, T324, T360, T366, T367, 3: T48, T54, T110, T126, T132, T178, T196, T204, T211, T246, T266, T282, T288, T289, T324, T352, T360, T366, T367, 4: T48, T55, T100, T126, T133, T204, T211, T266, T282, T289, 5: T48, T55, T204, T210, T334, T360, T367, 6: T22, T48, T55, T126, T178, T204, T210, T256, T274, T288
  - syllable addition, 6: T246, T289, T360
  - syllable deletion, 6: T40, T360
  - syllable segmentation, 1: S23, S47

Photographers' Craft, 6: T113K

Photographs. *See* Comprehension Skills, use illustrations/ photographs.

Predictions, Making/Confirming. *See* Comprehension Strategies, make and confirm predictions.

Predictions and Purposes, Return to, 1: T35F, T113G, T191G, T269G, T347E, 2: T35G, T113H, T191F, T269H, T347E, 3: T35H, T113H, T191H, T269G, T347E, 4: T35I, T113I, T191N, T269P, T347E, 5: T35G, T113P, T191I, T269N, T347E, 6: T35L, T113J, T191O, T269O, T347E

Prefixes. *See* Phonics/Word Analysis: structural analysis.

Print Awareness
  - identify letters and words, 1: S10, S16, S22, S82, T10
  - parts of a book, 1: S28, S40, S52, T10
  - print-to-speech match, 1: S46, T10
  - sound-to-letter correspondence, 1: S82, S88
  - spacing between words and sentences, 1: S22, S40

Publishing Celebrations, 1: T402–T403, 2: T402–T403, 3: T402–T403, 4: T402–T403, 5: T402–T403, 6: T402–T403

Purpose for Reading, 1: T10, T35A, T35F, T88, T113A, T113G, T177, T191A, T191G, T244, T269A, T269G, T323, T347A, T347E, 2: T10, T35A, T35G, T89, T113A, T113H, T177, T191A, T191F, T245, T269A, T269H, T323, T347A, T347E, 3: T10, T35A, T35H, T89, T113A, T113H, T177, T191A, T191H, T245, T269A, T269G, T323, T347A, T347E, 4: T11, T35A, T35I, T89, T113A, T113I, T177, T191A, T191N, T245, T269A, T269P, T323, T347A, T347E, 5: T11, T35A, T35G, T89, T113A, T113P, T191A, T191I, T245, T269A, T269N, T323, T347A, T347E, 6: T11, T35A, T35L, T89, T113A, T113J, T191A, T191O, T245, T269A, T269O, T323, T347A, T347E

R

Range of Reading. *See* Access Complex Text.

Read Aloud. *See* Interactive Read Aloud.

Reader's Theater, 1: T394–T395, 2: T394–T395, 3: T394–T395, 4: T394–T395, 5: T394–T395, 6: T394–T395

Read Independently, Units 1–6: T61, T65, T69, T139, T143, T147, T217, T221, T225, T295, T299, T303, T373, T377, T381

Reading Across Texts, 1: T39B, T117B, T195B, T273, T351, 2: T39B, T117B, T195, T273B, T351, 3: T39B, T117B, T195, T273B, T351, 4: T39B, T117B, T195, T273B, T351, 5: T39B, T117B, T195A, T273B, T351, 6: T39B, T117, T195A, T273A, T351

Reading Digitally, 1: T396–T397, 2: T396–T397, 3: T396–T397, 4: T396–T397, 5: T396–T397, 6: T396–T397

Read Together. *See* Shared Reading.

Realistic Fiction. *See* Genre.

Rereading, 1: S32, S34, S56, S62, S92, T31, T109, T187, T265, T269C, T343, T415, 2: T31, T109, T167, T173, T177, T187, T191B, T191D, T191E, T195, T245, T251, T255, T265, T269B, T269D, T269F, T273A, T323, T329, T333, T343, T347B, T347C, T351, T415, 3: T31, T35C, T109, T113C, T187, T191C, T245, T251, T255, T265, T269B, T269C, T269E, T273B, T323, T329, T333, T343, T347B, T347D, T351, T415, 4: T21, T99, T177, T191H, T255, T333, T415, 5: T21, T35C, T99, T113O, T117A, T177, T255, T333, T415, 6: T11, T17, T21, T31, T35B, T35F, T39A, T89, T95, T99, T109, T113B, T113D, T117, T255, T269I, T323, T329, T333, T343, T347B, T347D, T351, T415

Research and Inquiry, 1: T44–T45, T47, T122–T123, T125, T200–T201, T203, T278–T279, T281, T356–T357, T359, T398–T401, 2: T44–T45, T47, T122–T123, T125, T200–T201, T203, T278–T279, T281, T356–T357, T359, T398–T401, 3: T44–T45, T47, T122–T123, T125, T200–T201, T203, T278–T279, T281, T356–T357, T359, T398–T401, 4: T44–T45, T47, T122–T123, T125, T200–T201, T203, T278–T279, T281, T356–T357, T359, T398–T401, 5: T44–T45, T47, T122–T123, T125, T200–T201, T203, T278–T279, T281, T356–T357, T359, T398–T401, 6: T44–T45, T47, T122–T123, T125, T200–T201, T203, T278–T279, T281, T356–T357, T359, T398–T401

Research and Study Skills, 1: T398, 2: T398, 3: T398, 4: T398, 5: T398, 6: T398. *See also* Research and Inquiry.

asking questions, 4: T398

collecting information, 2: T398

finding resources, 3: T398

select a topic, 1: T398

taking notes, 5: T398

using a variety of resources, 1: T398

using key words, 6: T398

Respond to Reading

informational text, 1: S26, S56, S86, T269I–T269J, T347F, 2: T191H, T347F, 3: T269I–T269J, T347F, 4: T11, T113K–T113L, T191P, T323, T347F, 5: T167, T191K–T191L, T347F, 6: T113L, T245, T323, T347F

literature, 1: S14, S44, S86, T35H, T113I–T113J, T191I–T191J, T269I–T269J, 2: T35I–T35J, T113J, T269J, 3: T35J, T113J, T191J, 4: T35K–T35L, T89, T167, T245, T269R, 5: T11, T89, T35I–T35J, T113R, T245, T269P, T323, 6: T11, T35N, T89, T167, T191Q–T191R, T269Q–T269R

Response to Intervention. *See* Intervention Program.

Retelling, 1: T31, T35H, T109, T113F, T113I, T187, T191F, T191I, T265, T269D, T269I, T343, T347C, T347F, 2: T31, T35I, T109, T113G, T113J, T187, T191H, T265, T269J, T343, T347F, 3: T31, T35J, T109, T113J, T187, T191J, TT265, T269I, T343, T347F, 4: T11, T35K, T89, T113K, T167, T191P, T245, T269R, T323, T347F, 5: T11, T35I, T89, T113R, T167, T191K, T245, T269P, T323, T347F, 6: T11, T35E, T35N, T89, T113L, T167, T191Q, T245, T269Q, T323, T347F

Rhyme/Rhyming Words, 1: xii, T272, T273, 3: T194, T195A, T195B. *See also* Phonemic Awareness: generate rhyme, identify rhyming words.

Rhythm, 3: xii

Routines

following directions, 1: S13, S73

high-frequency words, 1: S7, S37, S67

interactive writing, 1: S81

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S

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Scope and Sequences, Units 1–6: T416–T423

Self-Selected Reading, Units 1–6: T61, T65, T69, T139, T143, T147, T217, T221, T225, T295, T299, T303, T373, T377, T381

Sensory Words. *See* Literary Devices and Elements.

Shared Reading, Units 1–6: T16–T17, T70–T71, T94–T95, T148–T149, T172–T173, T226–T227, T250–T251, T304–T305, T328–T329, T382–T383

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See also Approaching Level Options; Beyond Level Options; English

Key 1 = Unit 1

- Language Learners; On Level Options.
- **Social Studies**, **1:** T53, T63, T67, T73, T269J, T287, T297, T301, T307, **2:** T35J, T131, T141, T145, T151, T269J, T365, T375, T379, T385, **3:** T53, T63, T67, T73, T269J, T287, T297, T301, T307, T347F, **4:** T347F, T365, T375, T379, T385, **6:** T269R, T347F, T365, T375, T379, T385
  - informational text, **1:** T39–T39B, T117–T117B, T269A–T269J, **2:** T39A–T39B, T117A–T117B, T273A–T273B, T347A–T347F, T351, **3:** T39A–T39B, T269A–T269J, T273A–T273B, T347A–T347F, **4:** T347A–T347F, T351, **5:** T191A–T191L, T351, **6:** T39–T39B, T113A–T113L, T273A–T273B, T347A–T347F, T351
- **Speaking.** *See also* Collaborative Conversations; Research and Inquiry; Writing Process: publish and present.
  - appropriate facts/relevant details, **1:** T47, T50, T125, T128, T203, T206, T281, T284, T359, T362, T398–T401, T402–T403, **2:** T47, T50, T125, T128, T203, T206, T281, T284, T359, T362, T398–T401, T402–T403, **3:** T47, T50, T125, T128, T203, T206, T281, T284, T359, T362, T398–T401, T402–T403, **4:** T47, T50, T125, T128, T203, T206, T281, T284, T359, T362, T398–T401, T402–T403, **5:** T47, T50, T125, T128, T203, T206, T281, T284, T359, T362, T398–T401, T402–T403, **6:** T47, T50, T125, T128, T203, T206, T281, T284, T359, T362, T398–T401, T402–T403
  - checklists, **1:** T401, T403, **2:** T401, T403, **3:** T401, T403, **4:** T401, T403, **5:** T401, T403, **6:** T401, T403
  - complete sentences, **1:** T47, T50, T125, T128, T203, T206, T281, T284, T359, T362, T398–T401, T402–T403, **2:** T47, T50, T125, T128, T203, T206, T281, T284, T359, T362, T398–T401, T402–T403, **3:** T47, T50, T125, T128, T203, T206, T281, T284, T359, T362, T398–T401, T402–T403, **4:** T47, T50, T125, T128, T203, T206, T281, T284, T359, T362, T398–T401, T402–T403, **5:** T47, T50, T125, T128, T203, T206, T281, T284, T359, T362, T398–T401, T402–T403, **6:** T47, T50, T125, T128, T203, T206, T281, T284, T359, T362, T398–T401, T402–T403
  - create recordings, **Units 1–6:** T50, T128, T206, T284, T362
  - descriptive words, using, **5:** T96, T106, T114–T115, T120–T121, T128, T174, T184, T192–T193, T198–T199, T206
  - Reader's Theater, **1:** T394–T395, **2:** T394–T395, **3:** T394–T395, **4:** T394–T395, **5:** T394–T395, **6:** T394–T395
  - reciting poems and rhymes, **1:** S8, S20, S38, S50, S68, S80
  - retelling. *See* Retelling.
- **Spelling**
  - analyze errors, **1:** T24, T102, T180, T258, T336, **2:** T24, T102, T180, T258, T336, **3:** T24, T102, T180, T258, T336, **4:** T24, T102, T180, T258, T336, **5:** T24, T102, T180, T258, T336, **6:** T24, T102, T180, T258, T336
  - assess, **1:** T49, T127, T205, T283, T361, **2:** T49, T127, T205, T283, T361, **3:** T49, T127, T205, T283, T361, **4:** T49, T127, T205, T283, T361, **5:** T49, T127, T205, T283, T361, **6:** T49, T127, T205, T283, T361
  - dictation, **1:** T14, T92, T170, T248, T326, **2:** T14, T92, T170, T248, T326, **3:** T14, T92, T170, T248, T326, **4:** T14, T92, T170, T248, T326, **5:** T14, T92, T170, T248, T326, **6:** T14, T92, T170, T248, T326
  - pretest, **1:** T14, T92, T170, T248, T326, **2:** T14, T92, T170, T248, T326, **3:** T14, T92, T170, T248, T326, **4:** T14, T92, T170, T248, T326, **5:** T14, T92, T170, T248, T326, **6:** T14, T92, T170, T248, T326
  - review, **1:** T41, T49, T119, T127, T197, T205, T275, T283, T353, T361, **2:** T41, T49, T119, T127, T197, T205, T275, T283, T353, T361, **3:** T41, T49, T119, T127, T197, T205, T275, T283, T353, T361, **4:** T41, T49, T119, T127, T197, T205, T275, T283, T353, T361, **5:** T41, T49, T119, T127, T197, T205, T275, T283, T353, T361, **6:** T41, T49, T119, T127, T197, T205, T275, T283, T353, T361
  - spelling words, **1:** T14, T92, T170, T248, T326, **2:** T14, T92, T170, T248, T326, **3:** T14, T92, T170, T248, T326, **4:** T14, T92, T170, T248, T326, **5:** T14, T92, T170, T248, T326, **6:** T14, T92, T170, T248, T326
- **Spelling Patterns**
  - words with *air, are, ear*, **6:** T326, T336, T346, T353, T361, T388
  - words with *ch, -tch, wh, ph*, **2:** T326, T336, T346, T353, T361, T388
  - words with diphthongs
    - *oi, oy*, **5:** T326, T336, T346, T353, T361, T388
    - *ou, ow*, **5:** T248, T258, T268, T275, T283, T310
  - word sort, **Units 1–6:** T24, T34, T41, T49, T102, T119, T127, T180, T190, T197, T205, T258, T268, T275, T283, T326, T336, T346, T353
  - words with /ā/*a, ai, ay*, **4:** T14, T24, T34, T41, T49, T76
  - words with /ē/*e, ee, ea*, **4:** T92, T102, T112, T119, T127, T154
  - words with end blends, **2:** T170, T180, T190, T197, T205, T232
  - words with /ī/*i, y, igh, ie*, **4:** T248, T258, T268, T275, T283, T310
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main idea and details, **6:** T330, T340, T348–T349, T354–T355, T362

reason for opinion, **3:** T252, T262, T270–T271, T276–T277, T284, T330, T340, T348–T349, T354–T355, T362

supporting details, **2:** T330, T340, T348–T349, T354–T355, T362

organization

beginning, middle, end, **2:** T96, T106, T114–T115, T120–T121, T128, T252, T262, T270–T271, T276–T277, T284

compare and contrast, **1:** T252, T262, T270–T271, T276–T277, T284

concluding sentence, **4:** T174, T184, T192–T193, T198–T199, T206, T252, T262, T270–T271, T276–T277, T284

introduce the topic, **4:** T96, T106, T114–T115, T120–T121, T128

order of events, **1:** T330, T340, T348–T349, T354–T355, T362

steps in an order, **5:** T330, T340, T348–T349, T354–T355, T362

sentence fluency

use complete sentences, **5:** T18, T28, T36–T37, T42–T43, T50, T252, T262, T270–T271, T276–T277, T284

varying sentence length, **6:** T18, T28, T36–T37, T42–T43, T50

varying sentence types, **6:** T252, T262, T270–T271, T276–T277, T284

voice

use your own voice, **6:** T96, T106, T114–T115, T120–T121, T128, T174, T184, T192–T193, T198–T199, T206

word choice

describing adjectives, **5:** T96, T106, T114–T115, T120–T121, T128

figurative language, **4:** T18, T28, T36–T37, T42–T43, T50

sensory details, **3:** T18, T28, T36–T37, T42–T43, T50

strong verbs, **3:** T174, T184, T192–T193, T198–T199

time-order words, **5:** T174, T184, T192–T193, T198–T199, T206

use specific words, **3:** T96, T106, T114–T115, T120–T121, T128

words that tell order, **4:** T330, T340, T348–T349, T354–T355, T362

CCSS

Common Core State Standards Correlations

English Language Arts

CCSS Common Core State Standards Correlations

College and Career Readiness Anchor Standards for READING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

CCSS Common Core State Standards
English Language Arts

Grade 1

Each standard is coded in the following manner:

Strand	Grade Level	Standard
RL	1	1

Reading Standards for Literature

Key Ideas and Details		*McGraw-Hill Reading Wonders*
RL.1.1	Ask and answer questions about key details in a text.	**READING/WRITING WORKSHOP:** **Unit 1:** 24, 25, 44, 45, 64, 65 **Unit 2:** 44, 45, 84, 85 **Unit 3:** 24, 25, 64, 65 **Unit 4:** 88, 89 **Unit 5:** 130, 131, 190, 191 **Unit 6:** 232, 233, 272, 273 **LITERATURE ANTHOLOGY:** **Unit 1:** 19, 41, 63 **Unit 2:** 21, 43, 81 **Unit 3:** 23, 45, 67, 73 **Unit 4:** 29, 89, 125 **Unit 5:** 155, 195, 225, 255 **Unit 6:** 295, 325, 357, 393 **LEVELED READERS:** **Unit 1, Week 1:** *We Like to Share* (O), *Class Party* (B) **Unit 1, Week 2:** *A Trip to the City* (O), *Harvest Time* (B) **Unit 1, Week 3:** *Mouse's Moon Party* (A), *Pet Show* (O) **Unit 2, Week 1:** *Pick Up Day* (A), *Ben Brings the Mail* (O), *At Work with Mom* (B) **Unit 2, Week 2:** *What a Nest!* (A), *Staying Afloat* (O) **Unit 2, Week 4:** *The Sick Tree* (A), *Squirrels Help* (O), *Wow, Kitty!* (B) **Unit 3, Week 1:** *Busy's Watch* (A), *Kate Saves the Date!* (O) **Unit 3, Week 2:** *Corn Fun* (A), *Yum, Strawberries!* (O) **Unit 3, Week 3:** *The Magic Paintbrush* (O) **Unit 4, Week 1:** *Fly to the Rescue!* (O) **Unit 4, Week 4:** *The Hat* (O) **Unit 5, Week 1:** *Nuts for Winter* (A), *Dog Bones* (O), *Spark's Toys* (B) **Unit 5, Week 2:** *Hide and Seek* (O) **Unit 5, Week 4:** *Thump, Jangle, Crash* (A), *Down on the Farm* (O) **Unit 6, Week 1:** *Two Hungry Elephants* (A), *What a Feast!* (O) **Unit 6, Week 3:** *Snow Day* (A), *Heat Wave* (O), *Rainy Day Fun* (B) **Unit 6, Week 4:** *The Quilt* (A), *Latkes for Sam* (O) **YOUR TURN PRACTICE BOOK:** 7, 17, 42, 44, 50, 117, 127, 147, 150, 162, 193, 205, 210, 217, 229, 241, 246, 253, 258, 277, 282, 301, 306, 313, 318 **READING WORKSTATION ACTIVITY CARDS:** 1, 3, 8, 14, 16, 23, 26, 28 **WRITING WORKSTATION ACTIVITY CARDS:** 9 **INTERACTIVE READ-ALOUD CARDS:** **Unit 1, Week 5:** 2, 4 **Unit 2, Week 2:** 3, 4 **Unit 3, Week 2:** 4 **Unit 3, Week 3:** 4 **Unit 3, Week 5:** 4 **Unit 4, Week 1:** 3, 4 **Unit 4, Week 5:** 4 **Unit 5, Week 1:** 4 **Unit 5, Week 2:** 4 **Unit 5, Week 4:** 2, 4 **Unit 5, Week 5:** 3, 4 **Unit 6, Week 1:** 4 **Unit 6, Week 2:** 2, 4 **Unit 6, Week 3:** 3, 4 **TEACHER'S EDITION:** **Unit 1:** T183, T191B, T191C, T191I, 191J, T221, T222, T223, T407, T412, T413 **Unit 2:** T412, T413, T415 **Unit 3:** T191J, T412, T413, T415 **Unit 4:** T11, T21, T35C, T35H, T167, T177, T191B, T191C, T191D, T191E, T191F, T191G, T191H, T191I, T191J, T191K, T191L, T191M, T191N, T191O, T191P, T269N, T407, T412, T413, T415 **Unit 5:** T245, T255, T261, T269D, T269E, T300, T322, T333, T407, T412, T413, T415 **Unit 6:** T35C, T191C, T407, T412, T413, T415 www.connected.mcgraw-hill.com: **RESOURCES:** **Units 1–6:** **Student Practice:** Genre Study, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles, **Graphic Organizers:** Graphic Organizers, **Cards:** Retelling Cards

Reading Standards for Literature

Key Ideas and Details		*McGraw-Hill Reading Wonders*
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**READING/WRITING WORKSHOP:** Unit 1: 24, 25, 44, 45, 64, 65 Unit 4: 28, 29 Unit 5: 150, 151 Unit 6: 232, 233, 272, 273, 292, 293 **LITERATURE ANTHOLOGY:** Unit 1: 19, 40, 63 Unit 2: 21, 42, 81 Unit 3: 23, 45, 67 Unit 4: 29, 125 Unit 5: 155, 195, 255 Unit 6: 295, 357, 393 **LEVELED READERS:** Unit 1, Week 3: *Pet Show* (0) Unit 2, Week 1: *Pick Up Day* (A), *Ben Brings the Mail* (0), *At Work with Mom* (B) Unit 3, Week 3: *The Magic Paintbrush* (0) Unit 4, Week 1: *Fly to the Rescue!* (0), *The Hat* (0) Unit 5, Week 2: *Little Blue's Dream* (A), *Hide and Seek* (0) Unit 5, Week 4: *Down on the Farm* (0), *Going on a Bird Walk* (B) Unit 6, Week 4: *The Quilt* (A), *Latkes for Sam* (0), *Patty Jumps!* (B) **YOUR TURN PRACTICE BOOK:** 138, 274, 277, 282, 310, 313 **READING WORKSTATION ACTIVITY CARDS:** 2, 6, 14, 16, 23 **WRITING WORKSTATION ACTIVITY CARDS:** 9 **INTERACTIVE READ-ALOUD CARDS:** Unit 1, Week 2: 4 Unit 1, Week 5: 4 Unit 2, Week 2: 3, 4 Unit 3, Week 2: 4 Unit 3, Week 3: 4 Unit 3, Week 5: 4 Unit 4, Week 1: 3, 4 Unit 4, Week 5: 4 Unit 5, Week 1: 4 Unit 5, Week 2: 4 Unit 5, Week 4: 4 Unit 5, Week 5: 3, 4 Unit 6, Week 1: 4 Unit 6, Week 2: 4 Unit 6, Week 3: 4 **TEACHER'S EDITION:** Unit 1: S32, T31, T109, T113I, T113J, T187, T191F, T414, T415 Unit 2: T35I, T35J, T345 Unit 3: T31, T113J, T187, T191I, T191J, T269J Unit 4: T11, T35K, T35L, T269R Unit 5: T11, T35I, T89, T113R, T245, T269P, T297, T414, T415 Unit 6: T11, T27, T35B, T35D, T35E, T35N, T89, T191Q, T191R, T269B, T269C, T300, T301 www.connected.mcgraw-hill.com: **RESOURCES:** Units 1–6: Cards: Retelling Cards **Media:** Fluency Passages **Graphic Organizers:** Graphic Organizers, Think Aloud Clouds **Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles
RL.1.3	Describe characters, settings, and major events in a story, using key details.	**READING/WRITING WORKSHOP:** Unit 2: 24, 25, 44, 45, 84, 85 Unit 3: 24, 25, 44, 45, 64, 65 Unit 4: 28, 29 Unit 5: 150, 151, 190, 191 Unit 6: 272, 273 **LITERATURE ANTHOLOGY:** Unit 1: 19, 41, 63 Unit 2: 21, 43, 81 Unit 3: 23, 45, 67 Unit 4: 29, 125 Unit 5: 155, 195, 255 **LEVELED READERS:** Unit 1, Week 1: *We Like to Share* (0) Unit 1, Week 3: *Pet Show* (0) Unit 2, Week 1: *Ben Brings the Mail* (0) Unit 2, Week 2: *Staying Afloat* (0) Unit 2, Week 4: *The Sick Tree* (A), *Squirrels Help* (0) Unit 3, Week 1: *Busy's Watch* (A), *Kate Saves the Date!* (0) Unit 5, Week 1: *Dog Bones* (0) Unit 6, Week 1: *What a Feast!* (0) **YOUR TURN PRACTICE BOOK:** 42, 44, 50, 104, 107, 114, 117, 124, 127, 144, 147, 150, 154, 157, 190, 193, 198, 202, 205, 210, 214, 217, 222, 226, 229, 234, 238, 241, 246, 250, 258, 277, 298, 301, 306, 313, 318 **READING WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4, 6, 7, 8, 12, 13, 16, 23, 28 **WRITING WORKSTATION ACTIVITY CARDS:** 9, 23 **INTERACTIVE READ-ALOUD CARDS:** Unit 2, Week 2: 4 Unit 3, Week 3: 2 Unit 3, Week 5: 2, 4 Unit 4, Week 1: 4 Unit 4, Week 5: 4 Unit 5, Week 1: 4 Unit 5, Week 2: 3, 4 Unit 5, Week 4: 2, 4 Unit 5, Week 5: 3, 4 Unit 6, Week 1: 4 Unit 6, Week 2: 4 Unit 6, Week 3: 3, 4 **TEACHER'S EDITION:** Unit 1: T27, T35D, T35E, T35F, T35H, T105, T113D, T183 Unit 2: T27, T35B, T35E, T35F, T35G, T35I, T35J, T47, T69, T70, T71, T72, T73, T113E, T113F, T138, T139, T140, T141, T271B, T271C, 271D, T296, T297 Unit 3: T27, T35C, T35G, T35H, T35J, T52, T53, T69, T70, T71, T72, T73, T113B, T113C, T113G, T113H, T113J, T147, T148, T149, T150 Unit 4: T27, T31, T35E, T35G, T35I, T35L, T52, T53, T60, T61, T62, T63, T65, T66, T67 Unit 5: T27, T31, T35C, T35D, T35F, T60, T65, T104, T105, T138, T139, T269C, T269F, T269G, T269H, T305, T206, T307, T407, T415 Unit 6: T35D, T35F, T35I, T35K, T182, T183, T216 www.connected.mcgraw-hill.com: **RESOURCES:** Units 1–6: **Graphic Organizers:** Graphic Organizers **Cards:** Retelling Cards **Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles
Craft and Structure		***McGraw-Hill Reading Wonders***
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**READING/WRITING WORKSHOP:** Unit 1: 7 Unit 2: 7 Unit 3: 7 Unit 4: 11 Unit 5: 113 Unit 6: 215 **LITERATURE ANTHOLOGY:** Unit 1: 84, 85 Unit 2: 62, 63 Unit 3: 68, 69, 70, 71, 72, 73 Unit 4: 90, 91 Unit 5: 222, 223, 224, 225 Unit 6: 324, 325 **READING WORKSTATION ACTIVITY CARDS:** 21 **WRITING WORKSTATION ACTIVITY CARDS:** 13, 15 **INTERACTIVE READ-ALOUD CARDS:** Unit 3,Week 3: 1 **TEACHER'S EDITION:** Unit 1: T272, T273 Unit 2: T194, T195 Unit 3: T18, T35E, T35F, T35I, T76, T194, T195A, T195B Unit 4: T194, T195 Unit 5: T35H, T195, T195A, T195B Unit 6: T116, T117, T269K www.connected.mcgraw-hill.com: **RESOURCES:** Media: Images

Reading Standards for Literature

RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**LITERATURE ANTHOLOGY:** Unit 1: 47, 67, 83, 93 Unit 2: 21, 25, 43, 47, 61, 81, 93 Unit 3: 23, 27, 45, 66, 89, 101 Unit 4: 29, 55, 89, 125, 137 Unit 5: 155, 195, 221, 255, 267 Unit 6: 295, 323, 357, 393, 405 **LEVELED READERS:** Unit 1, Week 1: *We Like to Share* (O), *Class Party* (B) Unit 1, Week 2: *What Can We See?* (A), *A Trip to the City* (O), *Where I Live,* pp. 13–16 (O), *Harvest Time* (B) Unit 1, Week 3: *Mouse's Moon Party* (A), *Pet Show* (O), *Polly the Circus Star* (B) Unit 1, Week 4: *Friends Are Fun* (A, O, B) Unit 1, Week 5: *We Can Move!* (A, O, B) Unit 2 Week 1: *Pick Up Day* (A), *Ben Brings the Mail* (O), *At Work with Mom* (B) Unit 2, Week 2: *What a Nest!* (A), *Stone Castles,* pp. 13–16 (A), *Staying Afloat* (O), *City Armadillo, Country Armadillo* (B) Unit 2, Week 3: *Meerkat Family* (A, O, B) Unit 2, Week 4: *The Sick Tree* (A), *Squirrels Help* (O), *Sharing Skills,* pp. 13–16 (B) Unit 2, Week 5: *How Maps Help* (A, O, B) Unit 3, Week 1: *Busy's Watch* (A), *Kate Saves the Date!* (O), *Uncle George Is Coming!* (B) Unit 3, Week 3: *How Coquí Got Her Voice* (A), *The Magic Paintbrush* (O), *The Storytelling Stone* (B) Unit 4, Week 1: *The King of the Animals* (A), *Lions and Elephants,* pp. 13–16 (A), *Fly to the Rescue!* (O), *Animal Traits,* pp. 13–16 (O), *Hummingbird's Wings* (B) Unit 4, Week 2: *Penguins All Around* (A, O, B) Unit 4, Week 4: *Come One, Come All* (B) Unit 5, Week 1: *Nuts for Winter* (A), *Dog Bones* (O), *Spark's Toys* (B) Unit 5, Week 5: *What Is a Yurt?* (A, O, B) Unit 6, Week 1: *Two Hungry Elephants* (A), *What a Feast!* (O), *Beware of the Lion!* (B) Unit 6, Week 4: *The Quilt* (A), *Latkes for Sam* (O) **TEACHER'S EDITION:** Unit 1: S14, S32, S56, S62, S92, T113F, T269F Unit 2: T26, T113G, T191H, T260, T269E, T338 Unit 3: T35E, T269D Unit 4: T26, T35H, T113H, T191I, T269D, T347D Unit 5: T35C, T35J, T113K, T182, T191L, T269P, T338, T347F Unit 6: T26, T35J, T113L, T191R, T269J, T347F www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Teacher Resources:** Theme Bibliography, Literature/Informational Text Chart, Book Talk, Reader Response **Graphic Organizers:** Graphic Organizers
RL.1.6	Identify who is telling the story at various points in a text.	**READING/WRITING WORKSHOP:** Unit 2: 24, 25, 44, 45, 84, 85 Unit 3: 24, 25 Unit 4: 88, 89 Unit 5: 130, 131 190, 191 Unit 6: 272, 273 **LITERATURE ANTHOLOGY:** Unit 4: 125 Unit 5: 155 **TEACHER'S EDITION:** Unit 3: T26, T113B, T113I Unit 4: T261, T269E, T269F, T269H, T269K, T269O, T269R Unit 5: T26, T27, T35B, T35C, T35D, T35E, T35G, T35I, T35J, T395 www.connected.mcgraw-hill.com: **RESOURCES: Graphic Organizers:** Graphic Organizers
Integration of Knowledge and Ideas		***McGraw-Hill Reading Wonders***
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	**READING/WRITING WORKSHOP:** Unit 4: 88, 89 Unit 5: 130, 131 **LITERATURE ANTHOLOGY:** Unit 1: 63 Unit 2: 21, 42, 81 Unit 3: 23 **LEVELED READERS:** Unit 1, Week 1: *A Fun Day* (A) Unit 2, Week 1: *Pick Up Day* (A), *Ben Brings the Mail* (O), Unit 6, Week 3: *Heat Wave* (O) **YOUR TURN PRACTICE BOOK:** 44, 144, 147, 150, 154, 190, 193, 198, 202, 205, 210, 214, 246, 250, 258, 277, 298 **READING WORKSTATION ACTIVITY CARDS:** 2, 4, 28 **INTERACTIVE READ-ALOUD CARDS:** Unit 6, Week 1: 4 Unit 6, Week 2: 2, 4 **TEACHER'S EDITION:** Unit 1: T35E, T35F, T35G, T104, T105, T113H, T113I, T216 Unit 2: T27, T35I, T35J, T261, T269D, T269G, T269J, T308 Unit 3: T113D, T141, T167, T191D, T208, T298 Unit 4: T11, T35B, T35J, T71, T269G Unit 5: T35C, T269D, T269P, T305, T306, T307, T323 Unit 6: T183, T191E, T191I, T191P, T227, T269G, T269P, T306, T307 www.connected.mcgraw-hill.com: **RESOURCES: Graphic Organizers:** Graphic Organizers; **Media:** Images; **Cards:** Retelling Cards; Student Practice Approaching Reproducibles 44, 144, 147, 150, 154, 190, 193, 198, 202, 205, 210, 214, 246, 250, 258, 277, 298; Beyond Reproducibles 44, 144, 147, 150, 154, 190, 193, 198, 202, 205, 210, 214, 246, 250, 258, 277, 29, ELL Reproducibles 44, 144, 147, 150, 154, 190, 193, 198, 202, 205, 210, 214, 246, 250, 258, 277, 298
RL.1.8	(Not applicable to Literature)	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	**READING/WRITING WORKSHOP:** Unit 2: 24, 25, 44, 45, 84, 85 Unit 3: 64, 65 Unit 4: 88, 89 Unit 5: 130, 131, 150, 151 Unit 6: 272, 273 **LEVELED READERS:** Unit 3, Week 3: *How Coquí Got Her Voice* (A), *The Magic Paintbrush* (O) **READING WORKSTATION ACTIVITY CARDS:** 23 **INTERACTIVE READ-ALOUD CARDS:** Unit 6, Week 1: 3 **TEACHER'S EDITION:** Unit 1: T124, T202 Unit 2: T124 Unit 3: T124, T191I, T202 Unit 4: T46 Unit 5: T46, T124, T280 Unit 6: T46, T202 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Graphic Organizers:** Graphic Organizers

Reading Standards for Literature

Range of Reading and Level of Text Complexity		*McGraw-Hill Reading Wonders*
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**READING/WRITING WORKSHOP:** Unit 1: 7, 14–23, 34–43, 54–63 **Unit 2:** 7, 14–23, 34–43, 74–83 **Unit 3:** 7, 14–23, 34–43, 54–63 **Unit 4:** 11, 18–27, 78–87 **Unit 5:** 113, 120–129, 140–149, 180–189 **Unit 6:** 215, 222–231, 262–271, 282–291 **LITERATURE ANTHOLOGY:** Unit 3, Week 2: *The Big Yuca Plant,* 28 **Unit 3, Week 3:** *The Gingerbread Man,* 50 **Unit 3, Week 4:** *Mother Goose Rhymes,* 68 **Unit 4, Week 1:** *How Bat Got Its Wings,* 10 **Unit 4, Week 4:** *When It's Snowing,* 90 **Unit 5, Week 1:** *A Lost Button,* 140 **Unit 5, Week 2:** *Kitten's First Full Moon,* 162 **Unit 5, Week 3:** *Windshield Wipers,* 222 **Unit 6, Week 2:** *Abuelita's Lap,* 324 **Unit 6, Week 3:** *Rain School,* 236 **LEVELED READERS:** Unit 1, Week 4: *I Like to Play,* pp. 13–16 (A, O, B) **Unit 2, Week 3:** *I Live in a House!* (A, O, B) **Unit 4, Week 3:** *Ducklings,* pp. 13–16 (A, O), pp. 12–16 (B) **Unit 5, Week 3:** *Fly Away, Butterfly,* pp. 13–16 (A, O) **Unit 6, Week 2:** *Fire!* pp. 13–16 (A, O); pp. 12–16 (B) **YOUR TURN PRACTICE BOOK:** 5, 6, 15, 16, 25, 26, 35, 36, 42, 45, 46, 50, 55, 56, 65, 66, 75, 76, 85, 86, 105, 106, 115, 116, 125, 126, 145, 146, 155, 156, 191, 192, 203, 204, 215, 216, 227, 228, 239, 240, 251, 252, 275, 276, 299, 300, 311, 312 **READING WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4, 6, 7, 8, 12, 14, 16, 20, 23, 25, 26, 28 **TEACHER'S EDITION:** Unit 1: T16, T17, T52, T53, T140, T141, T412, T413, T414 **Unit 2:** T16, T17, T35A, T61, T62, T63, T297, T298, T299, T305, T306, T307 **Unit 3:** T65, T66, T67, T94, T95, T113A,T130, T131, T172, T173, T191B, T191C, T195, T195, T195A, T195B, T225 **Unit 4:** T16, T17, T191B, T219, T299, T303, T304, T305, T306, T307 **Unit 5:** T16, T17, T35D, T69, T70, T71, T72, T73, T143, T144, T145, T260, T261, T295, T296, T306, T307 **Unit 6:** T35B, T35H, T61, T62, T63, T151, T217, T303, T407 **LITERATURE BIG BOOKS:** Unit 1, Week 1: *This School Year Will be the Best* **Unit 1, Week 2:** *Alicia's Happy Day* **Unit 1, Week 3:** *Cool Dog, School Dog* **Unit 2, Week 1:** *Millie Waits for the Mail* **Unit 2, Week 2:** *The 3 Little Dassies* **Unit 2, Week 3:** *Babies in the Bayou* **Unit 3, Week 1:** *A Second is a Hiccup* **Unit 3, Week 2:** *Mystery Vine* **Unit 3, Week 3:** *Interrupting Chicken* **Unit 3, Week 4:** *The Last Train* www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Teacher Resources:** Theme Bibliography, Literature/Informational Texts Chart **Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles

Reading Standards for Informational Text

Key Ideas and Details		***McGraw-Hill Reading Wonders***
RI.1.1	Ask and answer questions about key details in a text.	**READING/WRITING WORKSHOP:** Unit 1: 84–85, 104–105 Unit 2: 64–65, 104–105 Unit 3: 84–85, 104–105 Unit 4: 48–49, 68–69 **LITERATURE ANTHOLOGY:** Unit 1: 83, 93, 94, 95 Unit 2: 61, 88, 89, 91, 93 Unit 3: 26, 49, 75, 89, 101, 103 Unit 4: 35, 55, 89, 137 Unit 5: 221, 267 Unit 6: 301, 323, 405 **LEVELED READERS:** Unit 1, Week 4: *Friends Are Fun* (A, O, B) Unit 2, Week 3: *Meerkat Family* (A, O, B) Unit 2, Week 5: *How Maps Help* (A, O, B) Unit 3, Week 4: *Schools Then and Now* (A, O, B) Unit 3, Week 5: *Apples from Farm to Table* (A, O, B) Unit 4, Week 2: *Penguins All Around* (A, O, B) Unit 4, Week 3: *Go, Gator!* (A, O, B) Unit 5, Week 3: *The Wright Brothers* (A, O, B) Unit 5, Week 5: *What Is a Yurt?* (A, O, B) Unit 6, Week 2: *Helping Me, Helping You!* (A, O, B) Unit 6, Week 5: *It's Labor Day!* (A, O, B) **YOUR TURN PRACTICE BOOK:** 94, 97, 100, 137, 161, 169, 181, 221, 257, 265, 270, 286, 289, 294, 305, 317, 322, 325, 330 **READING WORKSTATION ACTIVITY CARDS:** 5, 9, 11, 13, 15, 27 **WRITING WORKSTATION ACTIVITY CARDS:** 27, 29, 30 **INTERACTIVE READ-ALOUD CARDS:** Unit 1, Week 3: 4 Unit 2, Week 1: 3, 4 Unit 2, Week 3: 1, 4 Unit 2, Week 4: 3, 4 Unit 2, Week 5: 1, 3, 4 Unit 3, Week 1: 4 Unit 3, Week 4: 4 Unit 4, Week 2: 2, 4 Unit 4, Week 3: 1, 4 Unit 4, Week 4: 3, 4 Unit 5, Week 3: 4 Unit 5, Week 4: 4 Unit 6, Week 5: 3, 4 **TEACHER'S EDITION:** Unit 1: T244, T245, T269C, T322, T323, T332, T333, T338, T339, T358, T374, T375, T404, T412, T413 Unit 2: T218, T374, T394, T395, T407, T412, T413, T415 Unit 3: T255, T261, T265, T260, T261, T269C, T269I, T269J, T294, T358, T372, T389, T394, T395, T407, T412, T413, T415 Unit 4: T89, T99, T105, T113C, T113E, T117B, T130, T140, T144, T148, T149, T167, T183, T191C, T191F, T191H, T208, T216, T218, T222, T227, T228 Unit 5: T167, T191D, T208, T218, T222, T280, T338, T339, T364, T374, T379, T382, T383 Unit 6: T113F, T113G, T113H, T113I, T113J, T113L, T124, T372, T394, T395, T407, T412 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Graphic Organizers:** Graphic Organizers, Think Aloud Clouds **Tier 2 Intervention:** Comprehension **Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles
RI.1.2	Identify the main topic and retell key details of a text.	**READING/WRITING WORKSHOP:** Unit 2: 64, 65, 104, 105 Unit 4: 48, 49, 68, 69 **LITERATURE ANTHOLOGY:** Unit 1: 83, 93 Unit 2: 61, 93 Unit 3: 89 Unit 4: 55, 89 Unit 5: 221 Unit 6: 323 **LEVELED READERS:** Unit 2, Week 3: *Meerkat Family* (A, O, B) Unit 2, Week 5: *How Maps Help* (A, O, B) Unit 4, Week 2: *Penguins All Around* (A, O, B) Unit 4, Week 3: *Go, Gator!* (A, O, B) **YOUR TURN PRACTICE BOOK:** 94, 97, 100, 166, 169, 174, 178, 181, 186, 197, 305, 317, 330 **READING WORKSTATION ACTIVITY CARDS:** 5, 10, 11, 27 **WRITING WORKSTATION ACTIVITY CARDS:** 24, 27 **INTERACTIVE READ-ALOUD CARDS:** Unit 1, Week 3: 4 Unit 2, Week 1: 4 Unit 2, Week 3: 2, 4 Unit 2, Week 4: 3, 4 Unit 2, Week 5: 1, 3, 4 Unit 3, Week 1: 4 Unit 3, Week 4: 4 Unit 4, Week 2: 4 Unit 4, Week 3: 1, 4 Unit 4, Week 4: 4 Unit 5, Week 3: 4 Unit 6, Week 4: 4 Unit 6, Week 5: 4 **TEACHER'S EDITION:** Unit 1: T261, T265, T269D, T269E, T269F, T269G, T269H, T269I, 269J, T342 Unit 2: T182, T183, T191B, T191D, T191E, T191F, T191H, T218, T219, T220, T221, T227, T228, T229, T230, T231, T383, T384, T385, T396, T387, T397, T405 Unit 3: T269I, T269J, T307, T338, T339,T347C, T347D, T347E, T347F, T375 Unit 4: T89, T105, T113G, T113K, T124, T125, T151, T245, T347B, T347C, T347E, T347F, T379 Unit 5: T167, T191H, T191K, T191L, T223, T385, T414, T415 Unit 6: T109, T131, T245, T347F, T359 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Graphic Organizers:** Graphic Organizers, Think Aloud Clouds **Tier 2 Intervention:** Comprehension **Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Cards:** Retelling Cards

Reading Standards for Informational Text

Key Ideas and Details		McGraw-Hill Reading Wonders
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**READING/WRITING WORKSHOP:** Unit 3: 84, 85, 104, 105 Unit 4: 38–47, 108, 109 Unit 5: 170, 171, 210, 211 **LITERATURE ANTHOLOGY:** Unit 1: 94, 95 Unit 2: 61, 93 Unit 3: 49, 89, 101 Unit 4: 35, 37–53, 55, 89, 137 Unit 5: 221, 267 Unit 6: 323 **LEVELED READERS:** Unit 2, Week 5: *How Maps Help* (A, O, B) Unit 3, Week 5: *Apples from Farm to Table* (A, O, B) Unit 4, Week 4: *Wings,* pp. 13–16 (A) Unit 4, Week 5: *Teach a Dog!* (A, O, B) Unit 5, Week 5: *What Is a Yurt?* (A, O, B) Unit 6, Week 5: *It's Labor Day!* (A, O, B) **YOUR TURN PRACTICE BOOK:** 100, 134, 137, 257, 262, 265, 270, 317 **READING WORKSTATION ACTIVITY CARDS:** 9, 13, 15, 17 **INTERACTIVE READ-ALOUD CARDS:** Unit 6, Week 4: 4 Unit 6, Week 5: 3 **TEACHER'S EDITION:** Unit 1: T281, T347B, T347E, T347F, T404, T405, T406 Unit 2: T183, T202, T404, T405, T406 Unit 3: T261, T269B, T269E, T269I, T269J, T281, T286, T287, T295, T296, T297, T299, T300, T301, T303, T304, T305, T306, T307, T365, T373, T375, T377, T379, T381, T385, T404, T405 Unit 4: T105, T109, T113D, T113F, T113H, T404, T405, T406 Unit 5: T183, T187, T191B, T191E, T191H, T191I, T208, T209, T216, T217, T218, T219, T223, T225, T226, T227, T228, T229, T339, T347C, T347E, T347F, T339, T364, T365, T373, T375, T377, T379, T384, T385 Unit 6: T113D, T113E, T125, T404, T405, T406 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Graphic Organizers:** Graphic Organizers **Interactive Games & Activities:** Comprehension
Craft and Structure		**McGraw-Hill Reading Wonders**
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**TEACHER'S EDITION:** Unit 2: T176, T273A, T396 Unit 3: T269F Unit 4: T113, T113F, T191G, T347 Unit 5: T347 Unit 6: T113F www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Media:** Visual Glossary **Tier 2 Intervention:** Vocabulary **Interactive Games & Activities:** Vocabulary
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**READING/WRITING WORKSHOP:** Unit 2: 61, 94–103 Unit 3: 74–83, 96, 98, 103 Unit 4: 43, 45, 47, 98–107 Unit 5: 162, 164, 166, 200–209 Unit 6: 302–311 **LITERATURE ANTHOLOGY:** Unit 1: 94, 95 Unit 2: 59 **LEVELED READERS:** Unit 2, Week 5: *How Maps Help* (B) Unit 3, Week 4: *Schools Then and Now* (B) Unit 4, Week 2: *Penguins All Around* (B) Unit 6, Week 5: *It's Labor Day!* (0,B) **YOUR TURN PRACTCE BOOK:** 19, 29, 49, 59, 69, 99, 109, 119, 139, 149, 161, 173, 197, 209, 221, 233, 269, 281, 305, 329 **READING WORKSTATION ACTIVITY CARDS:** 18, 19, 20 **TEACHER'S EDITION:** Unit 1: T38, T39A, T39B, T338, T347C, T347F, T350, T351, T396, T415 Unit 2: T117, T117B, T274, T275, T275B, T338, T347A, T350, T351, T385, T396, T415 Unit 3: T260, T273, T273A, T322, T338, T350, T351, T396, T415 Unit 4: T38, T39A, T39B, T104, T273, T273B, T280, T338, T396, T415 Unit 5: T38, T39, T116, T117A, T396, T415 Unit 6: T195, T195A, T195B, T338, T350, T396, T415 www.connected.mcgraw-hill.com: **RESOURCES: Media:** Images; Time for Kids Online Articles; **Collaborate:** Projects; **Student Practice:** Approaching Reproducibles 19, 29, 49, 59, 69, 99, 109, 119, 139, 149, 161, 173, 197, 209, 221, 233, 269, 281, 305, 329, Beyond Reproducibles 19, 29, 49, 59, 69, 99, 109, 119, 139, 149, 161, 173, 197, 209, 221, 233, 269, 281, 305, 329; ELL Reproducibles 19, 29, 49, 59, 69, 99, 109, 119, 139, 149, 161, 173, 197, 209, 221, 233, 269, 281, 305, 329
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**READING/WRITING WORKSHOP:** Unit 1: 84, 85, 104, 105 Unit 2: 104, 105 Unit 5: 210, 211 **YOUR TURN PRACTICE BOOK:** 173, 181, 209, 233, 269, 281 **READING WORKSTATION ACTIVITY CARDS:** 20 **INTERACTIVE READ-ALOUD CARDS:** Unit 1, Week 1: 4 Unit 1, Week 3: 4 Unit 1, Week 4: 4 Unit 2, Week 1: 4 Unit 2, Week 3: 4 Unit 2, Week 4: 4 Unit 2, Week 5: 3, 4 Unit 3, Week 1: 4 Unit 3, Week 4: 4 Unit 4, Week 2: 4 Unit 4, Week 3: 3, 4 Unit 4, Week 4: 2, 4 Unit 5, Week 3: 4 Unit 6, Week 4: 3, 4 Unit 6, Week 5: 4 **TEACHER'S EDITION:** Unit 1: T39B, T269C, T269E, T269F, T347B, T347C Unit 2: T35C, T39A, T191C, T347D, T350, T351 Unit 3: T269D Unit 4: T182 Unit 5: T182, T273, T338, T350, T351 Unit 6: T113E, T113F, T113H, T338 www.connected.mcgraw-hill.com: **RESOURCES: Media:** Images; Graphic Organizers; **Student Practice:** Approaching Reproducibles 173, 181, 209, 233, 269, 281, Beyond Reproducibles 173, 181, 209, 233, 269, 281, ELL Reproducibles 173, 181, 209, 233, 269, 281 **Interactive Games & Activities:** Comprehension

Reading Standards for Informational Text

Integration of Knowledge and Ideas		*McGraw-Hill Reading Wonders*
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	**READING/WRITING WORKSHOP:** Unit 1: 104, 105 Unit 2: 104, 105 **LITERATURE ANTHOLOGY:** Unit 1: 83, 93, 95 Unit 2: 59, 61 Unit 3: 49, 89, 103 **LEVELED READERS:** Unit 1, Week 1: *A Fun Day* (A), *Our Classroom Rules,* pp. 13–16 (B) Unit 3, Week 1: *Make a Clock,* pp. 13–16 (A) Unit 3, Week 4: *Schools Then and Now* (A, O, B) Unit 4, Week 3: *Go, Gator!* (A, O, B) Unit 4, Week 4: *Wings,* pp. 13–16 (A) Unit 5, Week 1: *Sort by Color,* pp. 13–16 (A) **YOUR TURN PRACTICE BOOK:** 99, 100, 137, 166, 169, 174, 181, 186, 221, 233, 269, 270, 281, 294, 305, 317, 330 **READING WORKSTATION ACTIVITY CARDS:** 20 **INTERACTIVE READ-ALOUD CARDS:** Unit 1, Week 1: 1, 2, 4 Unit 1, Week 3: 4 Unit 1, Week 4: 4 Unit 2, Week 1: 4 Unit 2, Week 3: 4 Unit 2, Week 4: 2, 4 Unit 2, Week 5: 3, 4 Unit 3, Week 1: 4 Unit 3, Week 4: 4 Unit 4, Week 2: 4 Unit 4, Week 3: 3, 4 Unit 4, Week 4: 2, 4 Unit 5, Week 3: 4 Unit 6, Week 4: 3, 4 Unit 6, Week 5: 4 **TEACHER'S EDITION:** Unit 1: T38, T261, T269D, T269E, T269F, T269G, T304, T305, T306, T307, T347D, T347E, T347F, T372, T373, T374, T375 Unit 2: T39, T117, T191B, T191C, T191D, T191G, 191H, T274, T275, T349B, T349C, T349D, T349E, T349F, T385, T386, T387 Unit 3: T39, T269D, T269I, T269J, T273, T273B, T287, T307, T350, T365, T372, T383, T384, T385 Unit 4: T38, T149, T150, T167, T191G, T191I, T191O, T229, T245, T339, T365, T374, T375, T384, T385 Unit 5: T38, T39, T39A, T39B, T191B, T191D, T228, T347F, T372 Unit 6: T31, T38, T39A, T113E, T113F, T113G, 113H, T113I, T113K, T113L, T148, T149, T150, T151, T273, T273A, T338, T339, T347B, T347C, T347D, T365, T383 www.connected.mcgraw-hill.com: **RESOURCES: Media:** Images; **Student Practice:** Approaching Reproducibles 99, 100, 137, 166, 169, 174, 181, 186, 221, 233, 269, 270, 281, 294, 305, 317, 330, Beyond Reproducibles 99, 100, 137, 166, 169, 174, 181, 186, 221, 233, 269, 270, 281, 294, 305, 317, 330, ELL Reproducibles 99, 100, 137, 166, 169, 174, 181, 186, 221, 233, 269, 270, 281, 294, 305, 317, 330
RI.1.8	Identify the reasons an author gives to support points in a text.	**READING/WRITING WORKSHOP:** Unit 6: 252, 253, 312, 313 **LITERATURE ANTHOLOGY:** Unit 6: 323, 405 **LEVELED READERS:** Unit 6, Week 2: *Helping Me, Helping You!* (A, O, B) Unit 6, Week 5: *It's Labor Day!* (A, O, B) **WRITING WORKSTATION ACTIVITY CARDS:** 26 **TEACHER'S EDITION:** Unit 1: T260, T261, T269D, T269F, T281, T359 Unit 2: T183, T191F, T203, T359 Unit 3: T261, T282, T347D, T330, T359 Unit 4: T105, T113C, T113E, T125, T359 Unit 5: T183, T203, T339, T359 Unit 6: T104, T105, T113C, T113G, T113I, T125, T339, T347C, T359 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Cards:** Retelling Cards, **Graphic Organizers:** Graphic Organizers
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**LITERATURE ANTHOLOGY:** Unit 1: 84, 94 Unit 2: 22, 44, 61, 62, 82, 94 Unit 3: 24, 46, 90, 102 Unit 4: 30, 56, 59, 90, 126, 138, 139 Unit 5: 156, 201, 222, 256, 268 Unit 6: 296, 301, 324, 394, 406 **LEVELED READERS:** Unit 1, Week 5: *What's Under Your Skin?* pp. 13–16 (A, O, B) Unit 2, Week 5: *On the Map,* pp. 13–16 (A, O); pp. 12–16 (B) Unit 3, Week 4: *School Days,* pp. 13–16 (A, O, B) Unit 4, Week 1: *Lions and Elephants,* pp. 13–16 (A, O); pp. 12–16 (B) Unit 4, Week 2: *Penguins All Around* (A, O, B), *Animals Work Together,* pp. 13–16 (A, O), pp. 12–16 (B) Unit 4, Week 5: *Teach a Dog!* (A, O, B), *Working with Dolphins,* pp. 13–16 (A, O), pp. 12–16 (B) **READING WORKSTATION ACTIVITY CARDS:** 22 **TEACHER'S EDITION:** Unit 1: S32, S62, S92, T39B, T46, T124, T280, T351, T358, T379, T385 Unit 2: T46, T39B, T117B, T191H, T195, T202, T275B, T353, T360, T361, T367, T381, T387 Unit 3: T117B, T273B, T280, T286, T287, T297, T307, T358, T359, T379 Unit 4: T39B, T117B, T124, T131, T141, T145, T151, T202, T209, T219, T273B, T280, T287, T297, T301, T307, T351, T358, T365, T375, T379, T385 Unit 5: T39B, T117B, T202, T209, T219, T223, T273B, T280, T281, T297, T301, T351, T358, T365, T375, T385 Unit 6: T195B, T273B, T280, T287, T297, T301, T307, T351, T358, T365, T375, T379, T385 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Graphic Organizers:** Graphic Organizers **Cards:** Retelling Cards

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity		*McGraw-Hill Reading Wonders*
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	**READING/WRITING WORKSHOP:** Unit 1: 94–103 **Unit 2:** 54–63, 94–103 **Unit 3:** 74–83, 94–103 **Unit 4:** 38–47, 58–67, 98–107 **Unit 5:** 160–169, 200–209 **Unit 6:** 242–251, 302–311 **LITERATURE ANTHOLOGY:** These Units reflect the range of text complexity found throughout the book. **Unit 1, Week 4:** *Friends,* 68 **Unit 2, Week 5:** *Fun with Maps,* 86 **Unit 3, Week 4:** *Long Ago and Now,* 74 **Unit 4, Week 2:** *Animal Teams,* 36 **Unit 4, Week 5:** *Koko and Penny,* 130 **Unit 5, Week 3:** *Thomas Edison, Inventor,* 202 **Unit 6, Week 5:** *Happy Birthday,* U.S.A.!, 398 **LEVELED READERS:** Unit 1, Week 1: *We Share,* pp. 13–16 (0) **Unit 2, Week 2:** *What a Nest!,* pp. 13–16 (A), *Staying Afloat,* pp. 13–16 (0), *City, Armadillo, Country Armadillo,* pp. 13–16 (B) **Unit 3, Week 4:** *Schools Then and Now* (A, 0, B) **Unit 4, Week 3:** *Go, Gator!* (A, 0, B) **Unit 5, Week 1:** *Dog Bones,* pp. 13–16 (0) **Unit 6, Week 4:** *Latkes for Sam,* pp. 13–16 (0) **TEACHER'S EDITION:** Unit 1: T39A, T117, T195A, T250, T251, T269A, T328, T329, T347A, T373, T374, T375, T404, T405, T406, T407 **Unit 2:** T39A, T117A, T172A, T173, T191A, T328, T329, T340, T341, T383, T384, T385, T386, T387, T412, T413, T414 **Unit 3:** T39A, T117A, T250, T251, T269A, T286, T287, T304, T305, T306, T307, T328, T329, T347A, T377, T378, T379 **Unit 4:** T39, T94, T95, T113A, T140, T141, T226, T227, T328, T329, T382, T383 **Unit 5:** T117, T172, T173, T191A, T208, T209, T221, T222, T223, T338, T339, T381, T382, T383, T384, T385 **Unit 6:** T94, T95, T113A, T195A, T273A, T328, T329, T347A **LITERATURE BIG BOOKS:** Unit 1, Week 4: *Friends All Around* **Unit 1, Week 5:** *Move!* **Unit 2, Week 4:** *The Story of Martin Luther King, Jr.* **Unit 2, Week 5:** *Me on the Map* **Unit 3, Week 5:** *Where Does Food Come From?* www.connected.mcgraw-hill.com: **RESOURCES: Unit 1: Teacher Resources:** Theme Bibliography, Literature/Informational Text Chart **Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles

Reading Standards: Foundational Skills

Print Concepts		***McGraw-Hill Reading Wonders***
RF.1.1	Demonstrate understanding of the organization and basic features of print.	
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	**TEACHER'S EDITION: Unit 1:** S34, S64, T28, T29, T185, T207, T349 **Unit 2:** T88, T166, T331, T341, T349, T363 **Unit 3:** T19, T29, T51 **Unit 4:** T107, T115, T121 **Unit 5:** T97, T107, T115, T129 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–5: Student Practice:** Grammar Practice **Interactive Games & Activities:** Writing & Grammar

Phonological Awareness		***McGraw-Hill Reading Wonders***
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	**TEACHER'S EDITION: Unit 1:** T168, T196 **Unit 4:** T22, T168, T196, T246 www.connected.mcgraw-hill.com: **RESOURCES: Unit 3: Interactive Games & Activities:** Phonemic Awareness **Cards:** Word-Building Cards **Tier 2 Intervention:** Phonemic Awareness **Unit 4: Interactive Games & Activities:** Phonemic Awareness **Cards:** Word-Building Cards **Tier 2 Intervention:** Phonemic Awareness
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.	**YOUR TURN PRACTICE BOOK:** SS1, SS2, SS6, SS7, SS11, SS13, SS14, SS18, SS19, SS23, SS25, SS26, SS30, SS31, SS35, 1, 41, 121, 171 **PHONICS WORKSTATION ACTIVITY CARDS:** 5, 15, 16, 20, 23, 28, 29 **TEACHER'S EDITION: Unit 1:** S53, S65, S71, T32, T55, T91, T110, T132, T168, T178, T210, T282, T289 **Unit 2:** T12, T48, T110, T126, T178 **Unit 3:** T126, T188, T282, T334, T360 **Unit 4:** T32, T48, T178, T204, T282, T344 **Unit 5:** T32, T110, T126, T188, T266, T282, T288, T324, T325, T352, T366, T367 **Unit 6:** T110, T266, T282, T334 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Interactive Games & Activities:** Phonemic Awareness **Student Practice:** Phonics/Spelling Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Cards:** Word-Building Cards
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	**YOUR TURN PRACTICE BOOK:** SS1, SS2, SS6, SS7, SS11, SS13, SS14, SS18, SS19, SS23, SS25, SS26, SS30, SS31, SS35, 31, 39, 129, 245 **TEACHER'S EDITION: Unit 1:** S5, S11, S41, T22, T40, T100, T188, T324 **Unit 2:** T22, T40, T54, T55, T100, T118, T132, T168, T188, T198, T212, T213, T246, T258, T276, T290, T291, T369 **Unit 3:** T12, T40, T256, T274 **Unit 4:** T22, T23, T54, T90, T110, T118, T132, T133, T168, T188, T196, T210, T211, T246, T288, T289, T324, T352, T366, T367 **Unit 5:** T12, T22, T40, T168, T256, T274, T288, T289, T334, T366 **Unit 6:** T12, T90, T118, T132, T133, T168, T196, T210, T211, T289, T366, T367 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Interactive Games & Activities:** Phonemic Awareness **Student Practice:** Phonics/Spelling Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Cards:** Word-Building Cards
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	**TEACHER'S EDITION: Unit 1:** S77, S83, T48, T204, T256, T266, T282, T334, T360 **Unit 2:** T48, T126, T204, T282, T324, T360 **Unit 3:** T48, T110, T126, T178, T196, T246, T288, T360, T367 **Unit 4:** T48, T100, T126, T266, T282 **Unit 5:** T48, T204, T334, T360 **Unit 6:** T22, T48, T126, T178, T204, T210, T256, T274, T288, T367 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Interactive Games & Activities:** Phonemic Awareness **Student Practice:** Phonics/Spelling Practice **Tier 2 Intervention:** Phonemic Awareness **Cards:** Word-Building Cards

Phonics and Word Recognition		***McGraw-Hill Reading Wonders***
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	**READING/WRITING WORKSHOP:** Unit 2: 72, 73, 92, 93 **PHONICS WORKSTATION ACTIVITY CARDS:** 9, 10 **TEACHER'S EDITION:** Unit 2: T246, T247, T250, T251, T256, T257, T266, T267, T324, T325, T328, T329 Unit 6: T168, T169, T172, T173, T179, T188, T189 **YOUR TURN PRACTICE BOOK:** SS25, 13, 18, 23, 25, 26, 28, 29, 31, 33, 49, 91, 93, 103 www.connected.mcgraw-hill.com: **RESOURCES: Unit 2: Tier 2 Intervention:** Phonics **Cards:** Sound-Spelling Cards **Teacher Resources:** Sound-Spelling Songs **Interactive Games & Activities:** Phonics **Student Practice:** Phonics/Spelling Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Unit 6: Tier 2 Intervention:** Phonics **Cards:** Sound-Spelling Cards **Teacher Resources:** Sound-Spelling Songs **Interactive Games & Activities:** Phonics **Student Practice:** Phonics/Spelling Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles

Reading Standards: Foundational Skills

Phonics and Word Recognition		*McGraw-Hill Reading Wonders*
RF.1.3b	Decode regularly spelled one-syllable words.	**READING/WRITING WORKSHOP:** Unit 1: 12, 13, 32, 33, 52, 53, 72, 73, 92, 93 **Unit 2:** 12, 13, 32, 33, 52, 53, 72, 73, 92, 93 **Unit 3:** 12, 13, 32, 33, 52, 72, 73, 92, 93 **Unit 4:** 16, 17, 56, 57, 76, 77, 96, 97 **Unit 5:** 118, 119, 138, 139, 158, 159, 178, 179, 198, 199 **Unit 6:** 220, 221, 240, 241, 260, 261, 280, 281, 300, 301 **YOUR TURN PRACTICE BOOK:** SS3, SS4, SS9, SS10, SS15, SS16, SS21, SS22, SS27, SS28, SS33, SS34, 1, 3, 5, 6, 8, 11, 13, 15, 16, 18, 19, 21, 23, 25, 26, 28, 29, 31, 33, 35, 36, 39, 41, 43, 45, 46, 49, 51, 53, 55, 56, 59, 61, 62, 63, 65, 66, 69, 71, 73, 75, 76, 79, 81, 82, 83, 85, 86, 91, 92, 93, 95, 96, 101, 102, 103, 105, 106, 111, 112, 113, 115, 116, 119, 121, 122, 123, 125, 126, 129, 133, 135, 136, 138, 141, 142, 143, 145, 146, 151, 152, 155, 156, 159, 163, 164, 167, 168, 171, 175, 176, 179, 180, 183, 187, 188, 191, 192, 195, 199, 200, 203, 204, 207, 211, 212, 215, 216, 219, 223, 224, 227, 228, 231, 235, 236, 239, 240, 243, 245, 247, 248, 251, 252, 253, 255, 257, 259, 260, 263, 264, 267, 271, 272, 275, 276, 279, 283, 284, 287, 288, 291, 295, 296, 299, 300, 303, 307, 308, 311, 312, 315, 319, 320, 323, 324, 327 **PHONICS WORKSTATION ACTIVITY CARDS:** 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 **TEACHER'S EDITION:** Unit 1: S30, S31, S48, S49, T32, T33, T110, T111, T196, T266, T267, T368, T369 **Unit 2:** T32, T33, T118, T119, T188, T189, T215, T252, T253, T336, T337 **Unit 3:** T16, T17, T168, T169, T266, T267, T324, T325 **Unit 4:** T17, T22, T23, T32, T33, T64, T95, T101, T134, T135, T173, T188, T189, T212, T213, T250, T251, T290, T291, T324, T325, T328, T329, T346 **Unit 5:** T12, T13, T126, T127, T212, T213, T324, T325, T344, T345, T368, T369 **Unit 6:** T16, T17, T22, T23, T32, T33, T40, T48, T56, T57, T64, T90, T91, T94, T95, T100, T101, T134, T135, T142, T168, T169, T172, T173, T188, T189, T196, T197, T204, T205, T212, T213, T246, T247, T250, T251, T256, T257, T266, T267, T274, T275, T290, T291, T298, T324, T325, T328, T329, T334, T335, T344, T345, T352, T353, T368, T369, T376 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Tier 2 Intervention:** Phonics **Cards:** Word-Building Cards, Spelling Word Cards **Interactive Games & Activities:** Phonics **Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles
RF.1.3c	Know final *-e* and common vowel team conventions for representing long vowel sounds.	**READING/WRITING WORKSHOP:** Unit 3: 12–13, 32–33, 72–73 **Unit 4:** 16, 17, 36, 37, 56, 57, 76, 77, 96, 97 **Unit 6:** 220, 221 **YOUR TURN PRACTICE BOOK:** 101, 103, 111, 113, 131, 133, 138, 151, 159, 163, 171, 175, 183, 187, 195, 199, 207, 271, 279, 292 **PHONICS WORKSTATION ACTIVITY CARDS:** 3, 11, 12, 13, 14, 16, 17, 18, 19, 20 **TEACHER'S EDITION:** Unit 3: T12, T13, T17, T22, T23, T32, T40, T48, T56, T57, T64, T90, T91, T100, T101, T110, T111, T118, T126, T134, T135, T142, T210, T246, T247, T256, T257, T290, T291 **Unit 4:** T12, T13, T22, T23, T24, T32, T33, T40, T48, T56, T57, T64, T76, T90, T91, T101, T110, T111, T118, T119, T126, T127, T134, T142, T168, T169, T213, T220, T246, T247, T256, T257, T266, T267, T282, T290, T291, T334, T335, T352, T353, T360, T361, T368, T369, T376, T388 www.connected.mcgraw-hill.com: **RESOURCES: Unit 3: Tier 2 Intervention:** Phonics **Cards:** Word-Building Cards, Spelling Word Cards **Interactive Games & Activities:** Phonics **Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Unit 4: Tier 2 Intervention:** Phonics **Cards:** Word-Building Cards, Spelling Word Cards **Interactive Games & Activities:** Phonics **Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	**YOUR TURN PRACTICE BOOK:** 138, 328 **TEACHER'S EDITION:** Unit 2: T179, T257 **Unit 3:** T257 **Unit 4:** T179, T214 **Unit 5:** T335, T370 **Unit 6:** T101, T335, T370 www.connected.mcgraw-hill.com: **RESOURCES: Cards:** Word-Building Cards **Interactive Games & Activities:** Phonics
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	**READING/WRITING WORKSHOP:** Unit 2: 73, 93 **Unit 4:** 56, 57, 76, 77, 94, 95, 96, 97 **Unit 5:** 116, 117, 118, 119, 139, 156, 157, 158, 159, 176, 177, 178, 179, 196, 197, 198, 199 **Unit 6:** 220, 221, 240, 241, 260, 261, 280, 281, 298–301 **YOUR TURN PRACTICE BOOK:** 138, 184, 208, 268, 304, 314, 328 **PHONICS WORKSTATION ACTIVITY CARDS:** 8, 28 **TEACHER'S EDITION:** Unit 2: T257, T267, T275, T283 **Unit 3:** T257, T267, T275, T283 **Unit 4:** T179, T189, T196, T204 **Unit 5:** T335, T345, T352, T360 **Unit 6:** T101, T111, T118, T126, T179, T335, T345, T360 www.connected.mcgraw-hill.com: **RESOURCES: Cards:** Word-Building Cards, Student Practice Approaching Reproducibles 138, 184, 208, 268, 304, 314, 328, Beyond Reproducibles 138, 184, 208, 268, 304, 314, 328, ELL Reproducibles 138, 184, 208, 268, 304, 314, 328

Reading Standards: Foundational Skills

RF.1.3f	Read words with inflectional endings.	**READING/WRITING WORKSHOP:** Unit 1: 52, 53, 72, 73, 92, 93 Unit 2: 32, 33, 73 Unit 3: 32, 33, 72, 92, 93 Unit 4: 16, 17, 36, 37, 56, 57, 76, 77 Unit 5: 118, 139, 178, 179, 198 Unit 6: 240, 260, 261, 280, 281 **YOUR TURN PRACTICE BOOK:** 8, 28, 58, 78, 98, 118, 128, 148, 196, 225, 232, 249, 256, 266, 316 **PHONICS WORKSTATION ACTIVITY CARDS:** 8, 13, 15 **TEACHER'S EDITION:** Unit 1: T23, T33, T179, T189, T197, T205 Unit 2: T23, T33, T41, T49, T179, T189, T199, T206, T216, T337, T347, T354, T362 Unit 3: T101, T111, T119, T127, T179, T189, T205, T214, T335, T345, T352, T360, T370 Unit 4: T257, T267, T274, T282, T353 Unit 5: T101, T111, T118, T126, T136, T257, T267, T274, T282, T392 Unit 6: T40, T257, T267, T274, T282 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Cards:** Word-Building Cards **Student Practice:** Phonics/Spelling Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.	**READING/WRITING WORKSHOP:** Unit 1: 10, 11, 30, 31, 50, 51, 70, 71, 90, 91 Unit 2: 10, 11, 30, 31, 50, 51, 70, 71, 90, 91 Unit 3: 10, 11, 30, 31, 50, 51, 70, 71, 90, 91 Unit 4: 14, 74, 94 Unit 5: 116, 156, 176, 177, 196 Unit 6: 218, 238, 258, 298, 299 **YOUR TURN PRACTICE BOOK:** 188, 200, 220, 296 **PHONICS WORKSTATION ACTIVITY CARDS:** 28 **TEACHER'S EDITION:** Unit 1: T15, T16, T17, T92, T93, T94, T95, T171, T172, T173, T327, T328, T329 Unit 2: T15, T16, T17, T93, T94, T95, T103, T171, T172, T173, T249, T250, T251, T327, T328, T329, T337 Unit 3: T15, T16, T17, T25, T93, T94, T95, T249, T250, T251 Unit 4: T14, T15, T16, T17, T49, T112, T113, T180, T181, T258, T259, T326, T327 Unit 5: T14, T25, T26, T17, T92, T93, T94, T95, T170, T171, T172, T173, T248, T249, T250, T251, T346, T347 Unit 6: T24, T25, T102, T248, T249, T250, T252, T326, T327, T328, T329 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Cards:** High-Frequency Word Cards, Spelling Word Cards, Word-Building Cards **Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles
Fluency		***McGraw-Hill Reading Wonders***
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.1.4a	Read grade-level text with purpose and understanding.	**YOUR TURN PRACTICE BOOK:** SS3, SS4, SS9, SS10, SS15, SS16, SS21, SS22, SS27, SS28, SS33, SS34, 5, 6, 11, 12, 13, 15, 16, 18, 21, 22, 23, 25, 26, 28, 31, 32, 33, 35, 36, 42, 43, 45, 46, 47, 55, 56, 65, 66, 75, 76, 82, 85, 86, 95, 96, 99, 101, 103, 105, 106, 109, 111, 113, 115, 116, 121, 123, 125, 126, 131, 132, 133, 135, 136, 138, 139, 141, 143, 145, 146, 149, 151, 155, 156, 157, 159, 161, 163, 167, 168, 169, 171, 173, 175, 179, 180, 181, 183, 185, 187, 191, 192, 193, 195, 197, 199, 203, 204, 205, 207, 209, 211, 215, 216, 219, 221, 223, 227, 228, 231, 233, 235, 239, 240, 241, 243, 247, 251, 252, 255, 257, 259, 263, 264, 265, 267, 269, 271, 275, 276, 277, 279, 281, 283, 287, 288, 289, 291, 293, 295, 299, 300, 301, 303, 305, 307, 311, 312, 313, 315, 317, 319, 323, 324, 325, 327, 329 **READING WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22, 23, 24, 25, 26, 27, 28 **TEACHER'S EDITION:** Unit 1: T16, T17, T104, T105, T250, T251, T328, T329 Unit 2: T94, T95, T182, T183 Unit 3: T94, T95, T280, T281, T394, T395 Unit 4: T104, T105, T172, T173, T394, T395 Unit 5: T16, T17, T260, T261, T328, T329, T343, T394, T395 Unit 6: T94, T95, T182, T183, T328, T329, T343, T344, T395 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Student Practice:** Reader's Theater, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression.	**YOUR TURN PRACTICE BOOK:** 157, 169, 181, 193, 205, 241, 265, 277, 289, 301, 313, 325 **READING WORKSTATION ACTIVITY CARDS:** 24, 25 **TEACHER'S EDITION:** Unit 1: T31, T113, T127, T191, T265, T394, T395 Unit 2: T31, T63, T109, T141, T151, T187, T221, T267, T299, T394, T395 Unit 3: T31, T63, T141, T187, T219, T265, T294, T343, T375, T394, T395 Unit 4: T31, T49, T109, T187, T205, T219, T265, T297, T343, T361, T375, T394, T395 Unit 5: T31, T49, T63, T109, T127, T141, T187, T205, T265, T283, T297, T343, T361, T375, T394, T395 Unit 6: T31, T49, T63, T109, T127, T141, T187, T205, T219, T283, T297, T343, T361, T375, T394, T395 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Media:** Fluency Passages **Student Practice:** Reader's Theater, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Tier 2 Intervention:** Comprehension **Interactive Games & Activities:** Fluency
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**YOUR TURN PRACTICE BOOK:** 53, 73, 83, 103, 112, 123, 132, 133, 142, 152, 164, 175, 176, 183, 187, 188, 200, 201, 207, 212, 219, 223, 231, 236, 237, 243, 259, 260, 272, 284, 295, 296, 303, 308, 319, 320 **TEACHER'S EDITION:** Unit 1: T39, T394, T395 Unit 2: T394, T395 Unit 3: T394, T395 Unit 4: T394, T395 Unit 5: T394, T395 Unit 6: T394, T395 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Student Practice:** Reader's Theater, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Media:** Fluency Passages **Interactive Games & Activities:** Fluency

College and Career Readiness Anchor Standards for WRITING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewritings, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS Common Core State Standards
English Language Arts

Grade 1

Writing Standards

Text Types and Purposes		McGraw-Hill Reading Wonders
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	**READING/WRITING WORKSHOP:** Unit 3: 46, 86, 106 Unit 4: 90 Unit 5: 192 **READING WORKSTATION ACTIVITY CARDS:** 14 **WRITING WORKSTATION ACTIVITY CARDS:** 4, 11, 26, 30 **TEACHER'S EDITION:** Unit 3: T106, T114, T115, T128, T262, T270, T271, T276, T277, T284, T340, T348, T349, T354, T355, T362 Unit 4: T262, T270, T271, T276, T277, T284 Unit 5: T262, T270, T271, T276, T277, T284 www.connected.mcgraw-hill.com: **RESOURCES:** Units 1–6: Teacher Resources: Writer's Checklists/ Proofreading Marks
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**READING/WRITING WORKSHOP:** Unit 2: 66, 106 Unit 4: 50, 70, 110 Unit 5: 132, 212 Unit 6: 314 **LITERATURE ANTHOLOGY:** Unit 2: 60, 80 Unit 3: 44, 88 Unit 4: 54 **LEVELED READERS:** Unit 4, Week 3: *Go, Gator!* p. 16 (B) Unit 5, Week 3: *The Wright Brothers,* p. 16 (B) Unit 6, Week 5: *It's Labor Day!* p. 16 (0, B) **READING WORKSTATION ACTIVITY CARDS:** 10 **SCIENCE & SOCIAL STUDIES WORKSTATION ACTIVITY CARDS:** 9, 19, 27 **READING WORKSTATION ACTIVITY CARDS:** 5, 6, 9, 10, 27, 28, 29 **TEACHER'S EDITION:** Unit 4: T106, T114, T115, T120, T121, T128, T184, T192, T193, T198, T199, T206, T340, T348, T349, T354, T355, T362 Unit 5: T340, T348, T349, T354, T355, T362 Unit 6: T340, T348, T349, T354, T355, T362 www.connected.mcgraw-hill.com: **RESOURCES:** Units 1–6: Teacher Resources: Writer's Checklists/ Proofreading Marks
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	**READING/WRITING WORKSHOP:** Unit 1: 26, 46, 106 Unit 2: 26, 46, 86 Unit 4: 30 Unit 5: 172 Unit 6: 234 **LITERATURE ANTHOLOGY:** Unit 3: 22, 66 Unit 4: 124 Unit 5: 154, 254 Unit 6: 322 **LEVELED READERS:** Unit 2, Week 1: *Ben Brings the Mail,* p. 16 (0,B) Unit 3, Week 3: *The Storytelling Stone,* p. 16 (B) Unit 4, Week 1: *Fly to the Rescue!* p. 16 (0), *Hummingbird's Wings,* p. 16 (B) Unit 5, Week 1: *Spark's Toys* (B) Unit 6, Week 1: *Beware of the Lion!* p. 16 (B) Unit 6, Week 4: *Patty Jumps!* (B) **READING WORKSTATION ACTIVITY CARDS:** 10, 16 **WRITING WORKSTATION ACTIVITY CARDS:** 21, 23 **TEACHER'S EDITION:** Unit 2: T262, T270, T271, T276, T277, T284 Unit 4: T28, T36, T37, T42, T43, T50 Unit 5: T184, T192, T193, T198, T199, T206 Unit 6: T28, T36, T37, T42, T43, T50 www.connected.mcgraw-hill.com: **RESOURCES:** Units 1–6: Teacher Resources: Writer's Checklists/ Proofreading Marks

Writing Standards

Production and Distribution of Writing		***McGraw-Hill Reading Wonders***
W.1.4	(Begins in grade 3)	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	**WRITING WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 **TEACHER'S EDITION: Unit 1:** T42, T43, T120, T121, T174, T198, T199, T252, T276, T277, T330, T354, T355 **Unit 2:** T42, T43, T120, T121, T174, T198, T199, T252, T276, T277, T330, T354, T355 **Unit 3:** T42, T43, T120, T121, T174, T198, T199, T252, T276, T277, T330, T354, T355 **Unit 4:** T42, T43, T120, T121, T174, T198, T199, T252, T276, T277, T330, T354, T355 **Unit 5:** T42, T43, T120, T121, T174, T198, T199, T252, T276, T277, T330, T354, T355 **Unit 6:** T42, T43, T120, T121, T174, T198, T199, T252, T276, T277, T330, T354, T355 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Graphic Organizers:** Graphic Organizers **Teacher Resources:** Writer's Checklists/Proofreading Marks
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**TEACHER'S EDITION: Unit 1:** T36, T50, T114, T122, T128, T192, T206, T270, T284, T348, T362, T397, T398, T399, T400, T401, T402 **Unit 2:** T36, T50, T114, T128, T192, T206, T270, T284, T348, T362, T397, T398, T399, T400, T401, T402 **Unit 3:** T36, T50, T114, T128, T192, T206, T270, T284, T348, T362, T397, T398, T399, T400, T401, T402 **Unit 4:** T36, T50, T114, T128, T192, T206, T270, T284, T348, T362, T397, T398, T399, T400, T401, T402 **Unit 5:** T36, T50, T114, T128, T192, T206, T270, T284, T348, T362, T397, T398, T399, T400, T401, T402 **Unit 6:** T36, T50, T114, T128, T192, T206, T270, T284, T348, T362, T397, T398, T399, T400, T401, T402 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Time for Kids Online Articles, Research & Inquiry:** Weekly Lessons **Teacher Resources:** Writer's Checklists/Proofreading Marks; **Digital Resources and Tools:** Writer's Workspace; Graphic Organizers; My Binder (My Work, My Portfolio); Collaborate (Projects)

Research to Build and Present Knowledge		***McGraw-Hill Reading Wonders***
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	**TEACHER'S EDITION: Unit 1:** T44, T45, T47, T122, T123, T203, T278, T279, T281, T356, T357, T359, T379, T397, T398, T399, T400, T401 **Unit 2:** T44, T45, T47, T122, T123, T125, T203, T204, T205, T281, T358, T359, T361, T397, T398, T399, T400, T401 **Unit 3:** T44, T45, T47, T122, T123, T125, T200, T201, T203, T278, T279, T281, T356, T357, T359, T397, T398, T399, T400, T401 **Unit 4:** T44, T45, T47, T122, T123, T125, T200, T201, T203, T278, T279, T281, T356, T357, T359, T397, T398, T399, T400, T401 **Unit 5:** T44, T45, T47, T122, T123, T125, T200, T201, T278, T279, T281, T356, T357, T359, T397, T398, T399, T400, T401 **Unit 6:** T47, T122, T123, T125, T200, T201, T203, T278, T279, T281, T356, T357, T359, T397, T398, T399, T400, T401 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Research & Inquiry:** Weekly Lessons **Teacher Resources:** Writer's Checklists/Proofreading Marks **Graphic Organizers:** Foldables
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**LEVELED READERS: Unit 1, Week 3:** *A Mouse in the House,* pp. 13–16 (A), *Love That Llama!* pp. 13–16 (0), *Birds That Talk,* pp. 13–16 (B) **Unit 1, Week 4:** *I Like to Play,* pp. 13–16 (A, 0, B) **Unit 2, Week 3:** *I Live in a House!* (A, 0, B) **Unit 4, Week 2:** *Animals Work Together!* pp. 13–16 (A, 0); pp. 12–16 (B) **Unit 4, Week 3:** *Ducklings* (A) **Unit 4, Week 4:** *Let's Look at Insects!* pp. 13–16 (0), *Compare Insects,* pp. 13–16 (B) **Unit 5, Week 2:** *Hello, Little Dipper!* pp. 13–16 (A), *Our Sun Is a Star!* pp. 13–16 (0), *Sunrise and Sunset,* pp. 13–16 (B) **Unit 5, Week 3:** *Fly Away, Butterfly,* pp. 13–16 (A, 0); pp. 12–16 (B) **Unit 6, Week 5:** *Four Voyages,* pp. 13–16 (A, 0); pp. 12–16 (B) **SCIENCE & SOCIAL STUDIES WORKSTATION ACTIVITY CARDS:** 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30 **WRITING WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30 **INTERACTIVE READ-ALOUD CARDS: Unit 1, Week 3:** 1 **Unit 3, Week 1:** 1, 3 **Unit 5, Week 1:** 3 **Unit 5, Week 2:** 1 **Unit 5, Week 4:** 1 **Unit 6, Week 2:** 1 **Unit 6, Week 5:** 2 **TEACHER'S EDITION: Unit 1:** T200, T398, T399, T400 **Unit 2:** T398, T399, T400 **Unit 3:** T200, T201, T398, T399, T400, T401 **Unit 4:** T122, T398, T399, T400 **Unit 5:** T44, T122, T200, T201, T278, T398, T399, T400 **Unit 6:** T44, T125, T278, T398, T399, T400 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Research & Inquiry:** Weekly Lessons, Note-taking Tools **Graphic Organizers:** Graphic Organizers
W.1.9	(Begins in grade 4)	

Range of Writing		***McGraw-Hill Reading Wonders***
W.1.10	(Begins in grade 3)	

College and Career Readiness Anchor Standards for SPEAKING AND LISTENING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCSS Common Core State Standards
English Language Arts

Grade 1

Speaking and Listening Standards

Comprehension and Collaboration		***McGraw-Hill Reading Wonders***
SL.1.1	Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.	
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	**PHONICS WORKSTATION ACTIVITY CARDS:** 3, 10, 11, 12, 17, 18, 19, 20, 22, 23, 24, 30 **READING WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28 **TEACHER'S EDITION: Unit 1:** T9, T87, T165 **Unit 2:** T87, T122, T165, T200, T321, T356, T403 **Unit 3:** T9, T165, T200, T243, T278, T321, T356, T403 **Unit 4:** T87, T122, T165, T200, T243, T278, T356, T403 **Unit 5:** T44, T87, T122, T165, T200, T321, T403 **Unit 6:** T87, T122, T165, T200, T321, T356, T403 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Media:** Images, Videos **Teacher Resources:** Speaking and Listening Checklists
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	**READING WORKSTATION ACTIVITY CARDS:** 2, 5, 10, 13, 16 **TEACHER'S EDITION: Unit 1:** T321, T356, T403 **Unit 2:** T9, T44, T403 **Unit 3:** T87, T122, T403 **Unit 4:** T403 **Unit 5:** T403 **Unit 6:** T278, T403 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Media:** Images, Videos **Teacher Resources:** Speaking and Listening Checklists
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	**TEACHER'S EDITION: Unit 1:** T165, T245, T269C, T403 **Unit 2:** T403 **Unit 3:** T321, T356, T403 **Unit 4:** T9, T44, T122, T403 **Unit 5:** T9, T243, T278, T403 **Unit 6:** T9, T44, T321, T403 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Graphic Organizers:** Graphic Organizers, Think Aloud Clouds **Teacher Resources:** Speaking and Listening Checklists
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**READING WORKSTATION ACTIVITY CARDS:** 2, 6, 11, 13, 14 **INTERACTIVE READ-ALOUD CARDS: Unit 1, Week 1:** 1, 2, 4 **Unit 1, Week 2:** 1, 3, 4 **Unit 1, Week 3:** 4 **Unit 1, Week 4:** 4 **Unit 2, Week 3:** 4 **Unit 2, Week 4:** 2 **Unit 3, Week 1:** 4 **Unit 3, Week 2:** 4 **Unit 3, Week 3:** 2, 4 **Unit 3, Week 4:** 1, 3, 4 **Unit 3, Week 5:** 4 **Unit 4, Week 1:** 3 **Unit 4, Week 2:** 2, 4 **Unit 4, Week 3:** 1, 3, 4 **Unit 4, Week 4:** 2 **Unit 5, Week 1:** 4 **Unit 5, Week 2:** 4 **Unit 5, Week 3:** 4 **Unit 5, Week 4:** 4 **Unit 5, Week 5:** 4 **Unit 6, Week 1:** 4 **Unit 6, Week 2:** 4 **Unit 6, Week 3:** 4 **Unit 6, Week 4:** 4 **TEACHER'S EDITION: Unit 1:** S8, S14, S26, S38, S44, S50, S56, S68, S74, S80, S86, T50, T245, T255, T403 **Unit 2:** T20, T99, T177, T255, T403 **Unit 3:** T11, T21, T31, T89, T99, T109, T167, T177, T245, T255, T333, T403 **Unit 4:** T11, T21, T89, T99, T167, T177, T255, T333, T403 **Unit 5:** T21, T99, T245, T255, T333, T403 **Unit 6:** T21, T99, T333, T403 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Graphic Organizers:** Think Aloud Clouds **Teacher Resources:** Speaking and Listening Checklists
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**TEACHER'S EDITION: Unit 1:** T128, T165, T243, T403 **Unit 2:** T50, T243, T403 **Unit 3:** T9, T321, T362, T403 **Unit 4:** T9, T87, T206, T321, T403 **Unit 5:** T9, T165, T243, T284, T403 **Unit 6:** T9, T50, T321, T403 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Research & Inquiry:** Note-taking tools **Graphic Organizers:** Graphic Organizers **Teacher Resources:** Speaking and Listening Checklists

Speaking and Listening Standards

Presentation of Knowledge and Ideas		***McGraw-Hill Reading Wonders***
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**LITERATURE ANTHOLOGY:** Unit 1: 47, 63, 85, 86, 94, 95 Unit 2: 25, 43, 47 Unit 5: 195, 259 Unit 6: 392 **LEVELED READERS:** Unit 1, Week 2: *My Home,* pp. 13–16 (A), *Where I Live,* pp. 13–16 (0), *Where We Live,* pp. 13–16 (B) Unit 2, Week 3: *I Live in a House!* pp. 13–16 (A, 0, B) Unit 2, Week 4: *The Sick Tree* (A), *Squirrels Help* (0) Unit 3, Week 4: *School Days,* pp. 13–16 (A, 0); pp. 12–16 (B) Unit 4, Week 1: *Animal Traits,* pp. 13–16 (0) Unit 4, Week 5: *Working with Dolphins,* pp. 13–16 (A, 0); pp. 12–16 (B) Unit 5, Week 1: *Nuts for Winter* (A), *Spark's Toys* (B) Unit 5, Week 2: *Hello, Little Dipper!* pp. 13–16 (A), *Our Sun Is a Star!* pp. 13–16 (0), *Sunrise and Sunset,* pp. 13–16 (B) Unit 6, Week 4: *The Quilt* (A), *Latkes for Sam* (0) Unit 6, Week 5: *Four Voyages,* pp. 13–16 (A, 0); pp. 12–16 (B) **PHONICS WORKSTATION ACTIVITY CARDS:** 4, 10, 11, 19, 26 **READING WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4, 7, 8, 9, 10, 13, 15 **SCIENCE & SOCIAL STUDIES WORKSTATION ACTIVITY CARDS:** 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 **WRITING WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 **INTERACTIVE READ-ALOUD CARDS:** Unit 1, Week 1: 2 Unit 1, Week 2: 3 Unit 1, Week 3: 3 Unit 3, Week 1: 2, 3 Unit 3, Week 2: 1 Unit 3, Week 4: 1 Unit 6, Week 4: 3 **TEACHER'S EDITION:** Unit 1: S26, S50, S74, T9, T46, T87, T98, T124, T280, T321 Unit 2: T9, T87, T203, T245, T321 Unit 3: T9, T87, T89, T113J, T165, T243, T321 Unit 4: T9,T87, T165, T243, T269R Unit 5: T9, T87, T113R, T165, T243, T273, T321 Unit 6: T87, T177, T243 www.connected.mcgraw-hill.com: **RESOURCES:** Unit 1: Graphic Organizers: Graphic Organizers
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**LITERATURE ANTHOLOGY:** Unit 1: 18, 40, 62, 82 Unit 2: 20, 42, 80 Unit 3: 22, 44, 66, 88 Unit 4: 28, 88, 124 Unit 5: 194 Unit 6: 356, 392 **LEVELED READERS:** Unit 1, Week 2: *Where I Live,* pp. 13–16 (0) Unit 1, Week 3: *Love That Llama!* pp. 13–16 (0) Unit 1, Week 4: *I Like to Play,* pp. 13–16 (A, 0, B), *What's Under Your Skin?* pp. 13–16 (A, 0, B) Unit 2, Week 3: *I Live in a House!* pp. 13–16 (A, 0, B) Unit 2, Week 4: *Squirrels Help* (0) Unit 2, Week 5: *On the Map,* pp. 13–16 (A, 0); pp. 12–16 (B) Unit 3, Week 4: *School Days,* pp. 13–16 (A, 0); pp. 12–16 (B) Unit 4, Week 1: *Animal Traits,* pp. 13–16 (0) Unit 4, Week 3: *Ducklings,* pp. 13–16 (A, 0); pp. 12–16 (B) Unit 4, Week 5: *Working with Dolphins,* pp. 13–16 (A, 0); pp. 12–16 (B) Unit 5, Week 3: *Fly Away, Butterfly,* pp. 13–16 (A, 0); pp. 12–16 (B) Unit 6, Week 1: *What a Feast* (0) Unit 6, Week 2: *Fire!* pp. 13–16 (A, 0); pp. 12–16 (B) Unit 6, Week 4: *Latkes for Sam* (0) **YOUR TURN PRACTICE BOOK:** 165, 189, 225, 249, 261, 285 **PHONICS WORKSTATION ACTIVITY CARDS:** 1, 3, 4, 6, 8, 9, 10, 16, 17, 18, 20, 21, 22, 25, 26, 29 **READING WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17, 19, 20, 23, 26, 27, 28 **SCIENCE & SOCIAL STUDIES WORKSTATION ACTIVITY CARDS:** 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 **WRITING WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4, 5, 6, 7, 9, 10, 13, 14, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 **TEACHER'S EDITION:** Unit 1: T43, T45, T47, T50, T121, T123, T191J, T279, T355, T362 Unit 2: T43, T50, T121 Unit 3: T121, T199, T206, T277, T279, T362 Unit 4: T43, T121, T123, T128, T199, T206, T284, T357 Unit 5: T43, T121, T123, T199, T206, T277, T284, T362 Unit 6: T43, T50, T121, T123, T128, T206, T277, T284, T362 www.connected.mcgraw-hill.com: **RESOURCES:** Units 1–6: Research & Inquiry: Weekly Lessons **Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles
SL.1.6	Produce complete sentences when appropriate to task and situation.	**LEVELED READERS:** Unit 3, Week 1: *Busy's Watch* (A), *Kate Saves the Date!* (0), *Uncle George Is Coming!* (B) Unit 3, Week 4: *School Days,* pp. 13–16 (A, 0); pp. 12–16 (B) Unit 5, Week 2: *Sunrise and Sunset,* pp. 13–16 (B) Unit 5, Week 3: *Fly Away, Butterfly* pp. 13–16 (A,0); pp. 12–16 (B) Unit 6, Week 1: *Two Hungry Elephants* (A) Unit 6, Week 2: *Fire!* pp. 13–16 (A, 0); pp. 12–16 (B) **YOUR TURN PRACTICE BOOK:** 2, 12, 17, 22, 32, 51, 52, 58, 61, 62, 71, 72, 81, 91, 92, 93, 101, 111, 151, 165, 189, 211, 221, 225, 249, 261, 285, 314 **PHONICS WORKSTATION ACTIVITY CARDS:** 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29 **READING WORKSTATION ACTIVITY CARDS:** 10 **SCIENCE & SOCIAL STUDIES WORKSTATION ACTIVITY CARDS:** 2, 4, 5, 6, 7, 8, 9, 12, 14, 15, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 30 **WRITING WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 **INTERACTIVE READ-ALOUD CARDS:** Unit 1,Week 4: 3 Unit 1, Week 5: 1 Unit 2, Week 1: 1 Unit 2, Week 3: 3 Unit 3, Week 4: 2 Unit 4, Week 1: 2 Unit 4, Week 4: 1 Unit 5, Week 5: 2 Unit 6, Week 3: 1 **TEACHER'S EDITION:** Unit 1: S5, S14, T19, T37, T43, T175, T185, T193, T341, T355 Unit 2: T9, T19, T29, T175, T193 Unit 3: T37, T43, T87, T165, T253, T271 Unit 4: T9, T107, T191, T253, T263, T321 Unit 5: T19, T29, T185, T199, T277 Unit 6: T9, T19, T29, T165, T243, T253, T263 www.connected.mcgraw-hill.com: **RESOURCES:** Units 1–6: Student Practice: Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles

College and Career Readiness Anchor Standards for LANGUAGE

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCSS Common Core State Standards English Language Arts

Grade 1

Language Standards

Conventions of Standard English		*McGraw-Hill Reading Wonders*
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.1.1a	Print all upper- and lowercase letters.	**YOUR TURN PRACTICE BOOK:** SS5, SS8, SS12, SS17, SS20, SS24, SS29, SS32, SS36 **TEACHER'S EDITION:** **Unit 1:** T13, T91, T169, T247 **Unit 2:** T13, T91, T169, T247, T325 **Unit 3:** T13, T91, T169, T247 **Unit 4:** T13, T91, T169, T247, T325 **Unit 5:** T13, T91, T169, T247 **Unit 6:** T13, T91, T169, T247 www.connected.mcgraw-hill.com: **RESOURCES: Unit 1: Student Practice:** Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Writing & Grammar
L.1.1b	Use common, proper, and possessive nouns.	**READING/WRITING WORKSHOP:** Unit 2: 27, 47, 67, 87, 107 **YOUR TURN PRACTICE BOOK:** 2, 32, 49, 59, 92, 102, 112, 132, 152, 165, 176, 200, 213, 237, 248, 260, 261, 272, 273, 284, 296, 297, 321 **PHONICS WORKSTATION ACTIVITY CARDS:** 5 **TEACHER'S EDITION:** **Unit 2:** T28, T29, T184, T185, T199, T262, T272, T276, T277 **Unit 4:** T199 **Unit 5:** T42, T121 www.connected.mcgraw-hill.com: **RESOURCES: Unit 2: Student Practice:** Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Writing & Grammar **Unit 4: Student Practice:** Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Writing & Grammar **Unit 5: Student Practice:** Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Writing & Grammar
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).	**READING/WRITING WORKSHOP:** Unit 3: 47, 87 Unit 4: 31, 51 **YOUR TURN PRACTICE BOOK:** 2, 8, 220 **PHONICS WORKSTATION ACTIVITY CARDS:** 5 **TEACHER'S EDITION:** **Unit 2:** T106, T017 **Unit 3:** T97, T106, T107, T253, T263, T271, T277, T285 **Unit 4:** T19, T29, T37, T42, T43, T51 www.connected.mcgraw-hill.com: **RESOURCES: Units 3: Student Practice:** Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Writing & Grammar **Unit 4:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles, Grammar Practice, Interactive Games & Activities (Writing & Grammar)
L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).	**READING/WRITING WORKSHOP:** Unit 6: 235, 254, 255, 275, 295 **YOUR TURN PRACTICE BOOK:** SS3, SS4, SS9, SS10, SS15, SS16, SS21, SS22, SS27, SS28, SS33, SS34, 32, 152, 296, 308, 309 **WRITING WORKSTATION ACTIVITY CARDS:** 21 **TEACHER'S EDITION:** **Unit 6:** T19, T29, T37, T42, T43, T51, T97, T107, T115, T121, T129, T175, T185, T193, T198, T199, T207, T253, T263, T271, T276, T277, T285 www.connected.mcgraw-hill.com: **RESOURCES: Unit 6: Student Practice:** Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Writing & Grammar

Language Standards

Conventions of Standard English		*McGraw-Hill Reading Wonders*
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).	**READING/WRITING WORKSHOP:** Unit 3: 27, 47, 67 **Unit 4:** 71, 91 **YOUR TURN PRACTICE BOOK:** 58, 78, 225 **PHONICS WORKSTATION ACTIVITY CARDS:** 5 **TEACHER'S EDITION:** Unit 3: T97, T107, T115, T120, T121, T129, T175, T185, T193, T198, T199, T207, T253, T263, T271, T276, T277, T285 **Unit 4:** T19, T29, T42, T43, T51, T175, T185, T193, T198, T199, T207, T253, T263, T271, T276, T277, T285 www.connected.mcgraw-hill.com: **RESOURCES: Unit 3: Student Practice:** Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Writing & Grammar **Unit 4: Student Practice:** Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Writing & Grammar
L.1.1f	Use frequently occurring adjectives.	**READING/WRITING WORKSHOP:** Unit 5: 152–153, 173 **YOUR TURN PRACTICE BOOK:** SS15, SS16, SS33, SS34, 22, 42, 52, 62, 92, 102, 112, 122, 132, 142, 152, 153, 164, 165, 176, 185, 189, 200, 201, 212, 213, 236, 237, 248, 256, 272, 293, 309, 320 **WRITING WORKSTATION ACTIVITY CARDS:** 17, 22, 25 **TEACHER'S EDITION:** Unit 5: T97, T106, T107, T115, T120, T121, T129, T175, T185, T193, T199, T207 www.connected.mcgraw-hill.com: **RESOURCES: Unit 5: Student Practice:** Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Writing & Grammar
L.1.1g	Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).	**READING/WRITING WORKSHOP:** Unit 5: 133 **YOUR TURN PRACTICE BOOK:** SS15, SS16, SS21, SS22, 164 **TEACHER'S EDITION:** Unit 5: T19, T28, T29, T37, T42, T43, T51 www.connected.mcgraw-hill.com: **RESOURCES: Unit 5: Student Practice:** Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Writing & Grammar
L.1.1h	Use determiners (e.g., articles, demonstratives).	**READING/WRITING WORKSHOP:** Unit 5: 193 **YOUR TURN PRACTICE BOOK:** SS3, SS4, SS9, SS10, SS15, SS16, SS21, SS22, SS27, SS28, SS33, SS34 **TEACHER'S EDITION:** Unit 5: T253, T262, T263, T271, T276, T277, T285 www.connected.mcgraw-hill.com: **RESOURCES: Unit 5: Student Practice:** Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Writing & Grammar
L.1.1i	Use frequently occurring prepositions (e.g., *during, beyond, toward*).	**READING/WRITING WORKSHOP:** Unit 5: 213 **YOUR TURN PRACTICE BOOK:** SS9, SS10, SS33, SS34, 72, 92, 122, 142, 152, 164, 176, 200, 260, 308 **TEACHER'S EDITION:** Unit 5: T331, T340, T341, T349, T354, T355, T363 www.connected.mcgraw-hill.com: **RESOURCES: Unit 5: Student Practice:** Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Writing & Grammar
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	**READING/WRITING WORKSHOP:** Unit 1: 107 **Unit 5:** 132–133 **Unit 6:** 294–295 **YOUR TURN PRACTICE BOOK:** 2, 12, 17, 22, 51, 52, 58, 61, 62, 71, 72, 81, 91, 92, 93, 101, 111, 148, 151, 165, 189, 211, 221, 225, 249, 261, 285, 314 **PHONICS WORKSTATION ACTIVITY CARDS:** 1, 2, 4, 9, 10, 11, 12, 15, 17, 18, 19, 22, 23, 29, 30 **SCIENCE & SOCIAL STUDIES WORKSTATION ACTIVITY CARDS:** 2, 4, 5, 6, 7, 8, 9, 12, 14, 15, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 30 **WRITING WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 **TEACHER'S EDITION:** Unit 1: T19, T28, T37, T43, T51, T175, T185, T193, T198, T199, T253, T263, T271, T277, T285, T363 **Unit 5:** T19, T29, T37, T43, T51 www.connected.mcgraw-hill.com: **RESOURCES: Unit 1: Student Practice:** Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Writing & Grammar **Graphic Organizers:** Graphic Organizers **Teacher's Resources:** Writer's Checklists/Proofreading Marks
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.1.2a	Capitalize dates and names of people.	**READING/WRITING WORKSHOP:** Unit 2: 86–87 **TEACHER'S EDITION:** Unit 2: T263, T277, T285 **Unit 4:** T97, T175, T185, T193, T207 **Unit 5:** T175, T185, T193, T199, T207 **Unit 6:** T97, T107, T120, T115, T129 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Student Practice:** Grammar Practice, **Interactive Games & Activities:** Writing & Grammar **Teacher Resources:** Writer's Checklists/Proofreading Marks

Language Standards

L.1.2b	Use end punctuation for sentences.	**READING/WRITING WORKSHOP:** Unit 1: 47, 87, 107 **TEACHER'S EDITION:** Unit 1: T97, T107, T115, T121, T129, T175, T185, T207, T253, T263, T271, T277, T285, T331, T341, T349, T355, T366 **Unit 2:** T331, T341, T349, T355, T363 **Unit 4:** T97, T107, T115, T120, T121, T129 **Unit 5:** T97, T107, T115, T121, T129 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–5: Student Practice:** Grammar Practice, **Interactive Games & Activities:** Writing & Grammar **Teacher Resources:** Writer's Checklists/Proofreading Marks
L.1.2c	Use commas in dates and to separate single words in a series.	**READING/WRITING WORKSHOP:** Unit 3: 27 **TEACHER'S EDITION:** Unit 2: T19, T28, T29, T37, T43, T51 **Unit 3:** T19, T28, T29, T37, T42, T43, T51, T175, T185, T198, T199, T207, T253, T263, T271, T276, T277, T285 **Unit 4:** T331, T341, T349, T354, T355, T363 **Unit 6:** T175, T185, T193, T198, T199, T207, T253, T263, T263, T271, T276, T277, T285 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Student Practice:** Grammar Practice, **Interactive Games & Activities:** Writing & Grammar **Teacher Resources:** Writer's Checklists/Proofreading Marks
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	**YOUR TURN PRACTICE BOOK:** 196, 220, 232, 256 **PHONICS WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 **TEACHER'S EDITION:** Unit 1: T14, T92, T170, T196, T274 **Unit 2:** T25, T92, T93, T112, T113, T190, T191 **Unit 3:** T34, T35, T103, T180, T181, T258, T259, T326, T327 **Unit 4:** T92, T93, T170, T171, T268, T269, T336, T337, T346, T347 **Unit 5:** T14, T49, T119, T180, T353 **Unit 6:** T41, T127, T248, T283, T326, T327, T361 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Student Practice:** Phonics/Spelling Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Phonics **Cards:** Spelling Word Cards, Sound-Spelling Cards **Teacher Resources:** Sound-Spelling Songs
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	**PHONICS WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 **TEACHER'S EDITION:** Unit 1: T14, T92, T170, T248, T326 **Unit 2:** T14, T92, T170, T248, T326 **Unit 3:** T15, T92, T170, T248, T326 **Unit 4:** T15, T170, T248, T326 **Unit 5:** T14, T92, T170, T248, T326 **Unit 6:** T14, T92, T170, T248, T326 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Student Practice:** Phonics/Spelling Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Phonemic Awareness **Cards:** Spelling Word Cards, Sound-Spelling Cards **Teacher Resources:** Sound-Spelling Songs
Knowledge of Language		***McGraw-Hill Reading Wonders***
L.1.3	(Begins in grade 2)	
Vocabulary Acquisition and Use		***McGraw-Hill Reading Wonders***
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content,* choosing flexibly from an array of strategies.	
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	**READING/WRITING WORKSHOP:** Unit 4: 15, 35, 55, 75, 95 **Unit 5:** 117, 137, 157, 177, 197 **Unit 6:** 218, 239, 259, 279, 299 **YOUR TURN PRACTICE BOOK:** 170, 194 **INTERACTIVE READ-ALOUD CARDS:** Unit 1, Week 1: 3 **Unit 4, Week 2:** 3 **Unit 5, Week 3:** 3 **Unit 6, Week 3:** 2 **TEACHER'S EDITION:** Unit 1: T195A **Unit 2:** T39A, T113C, T224, T269G, T273A **Unit 3:** T39A, T113F, T269F, T273A **Unit 4:** T113, T113F, T117A, T191J, T269, T269H **Unit 5:** T35, T39, T117, T224, T273A **Unit 6:** T39, T113G, T146, T195A, T273A, T302 www.connected.mcgraw-hill.com: **RESOURCES: Units 1–6: Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities: Vocabulary Cards:** Visual Vocabulary Cards
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.	**YOUR TURN PRACTICE BOOK:** 172, 206, 218, 242, 254, 280 **PHONICS WORKSTATION ACTIVITY CARDS:** 17 **TEACHER'S EDITION:** Unit 4: T101, T111, T118, T126, T136 **Unit 5:** T146, T191, T269, T269K **Unit 6:** T23, T33, T58, T191J www.connected.mcgraw-hill.com: **RESOURCES: Units 3–6: Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities: Vocabulary Cards:** Visual Vocabulary Cards

Language Standards

Vocabulary Acquisition and Use		McGraw-Hill Reading Wonders
L.1.4c	Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	**YOUR TURN PRACTICE BOOK:** 118, 128, 148, 196, 266, 316 **TEACHER'S EDITION:** **Unit 4:** T146, T347, T347D **Unit 5:** T113C, T269K, T347 **Unit 6:** T41, T119, T191J, T197 www.connected.mcgraw-hill.com: **RESOURCES:** **Units 3–6:** **Student Practice:** Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles **Interactive Games & Activities:** Vocabulary **Cards:** Visual Vocabulary Cards
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meaning.	
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	**TEACHER'S EDITION:** **Unit 4:** T191G, T191H **Unit 6:** T35K, T191M www.connected.mcgraw-hill.com: **RESOURCES:** **Units 1–6:** **Cards:** High-Frequency Word Cards, Visual Vocabulary Cards **Teacher Resources:** Word Games and Activities, Word Lists **Interactive Games & Activities:** Vocabulary
L.1.5b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a *tiger* is a large cat with stripes).	**TEACHER'S EDITION:** **Unit 4:** T191G, T191H **Unit 6:** T35K, T191M www.connected.mcgraw-hill.com: **RESOURCES:** **Units 1–6:** **Cards:** High-Frequency Word Cards, Visual Vocabulary Cards **Teacher Resources:** Word Games and Activities, Word Lists **Interactive Games & Activities:** Vocabulary
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).	**TEACHER'S EDITION:** **Unit 1:** T20, T30, T194 **Unit 2:** T38, T39A, T116 **Unit 3:** T30, T38, T116 **Unit 4:** T186, T332 **Unit 5:** T186, T194, T264, T272 **Unit 6:** T30, T264 www.connected.mcgraw-hill.com: **RESOURCES:** **Units 1–6:** **Cards:** High-Frequency Word Cards, Visual Vocabulary Cards **Teacher Resources:** Word Games and Activities, Word Lists **Interactive Games & Activities:** Vocabulary
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	**YOUR TURN PRACTICE BOOK:** 177, 189, 230 **TEACHER'S EDITION:** **Unit 4:** T191D, T191G, T302 **Unit 5:** T113 **Unit 6:** T191K www.connected.mcgraw-hill.com: **RESOURCES:** **Units 1–6:** **Cards:** High-Frequency Word Cards, Visual Vocabulary Cards **Teacher Resources:** Word Games and Activities, Word Lists **Interactive Games & Activities:** Vocabulary
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	**WRITING WORKSTATION ACTIVITY CARDS:** 26 **INTERACTIVE READ ALOUD CARDS:** **Unit 1:** Weeks 1–4 **Unit 2:** Weeks 1–4 **Unit 3:** Weeks 1–4 **Unit 4:** Weeks 1–4 **Unit 5:** Weeks 1–4 **Unit 6:** Weeks 1–4 **TEACHER'S EDITION:** **Unit 1:** T30, T38, T66, T108, T116, T194, T254, T255, T264, T332, T342 **Unit 2:** T20, T30, T38, T98, T108, T116, T176, T186, T194, T264, T272, T332 **Unit 3:** T20, T30, T38, T108, T116, T176, T186, T194, T254, T264, T272, T332, T342, T397 **Unit 4:** T20, T30, T98, T108, T116, T176, T186, T194, T254, T264, T272, T332 **Unit 5:** T20, T30, T38, T98, T108, T116, T176, T186, T194, T254, T264, T272, T332, T342 **Unit 6:** T20, T30, T38, T98, T108, T116, T176, T186, T194, T254, T264, T272, T332, T342 www.connected.mcgraw-hill.com: **RESOURCES:** **Units 1–6:** **Student Practice:** Grammar Practice **Interactive Games & Activities:** (Writing & Grammar) **Cards:** Retelling Cards, Visual Vocabulary Cards

GRADE 1

- Unit 1 • Getting to Know Us
- Unit 2 • Our Community
- Unit 3 • Changes Over Time
- Unit 4 • Animals Everywhere
- Unit 5 • Figure It Out
- Unit 6 • Together We Can!

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